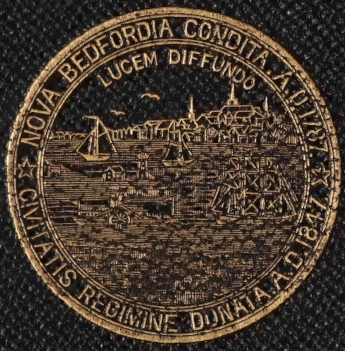
NOVA BEDFORDIA CONDITA A.D. 1787
LUCEM DIFFUNDO
CIVITATIS REGIMINE DONATA A.D. 1847

City Hall

RULES

OF THE

SCHOOL COMMITTEE,

AND

REGULATIONS

OF THE

PUBLIC SCHOOLS,

OF THE

CITY OF NEW BEDFORD;

TOGETHER WITH THE

GRADED COURSE OF INSTRUCTION

WITH ACCOMPANYING

DIRECTIONS TO TEACHERS.

NEW BEDFORD:
E. ANTHONY & SONS, PRINTERS TO THE CITY.
1868.

RULES

OF THE

SCHOOL COMMITTEE,

AND

REGULATIONS

OF THE

PUBLIC SCHOOLS,

OF THE

CITY OF NEW BEDFORD.

NEW BEDFORD:
E. ANTHONY & SONS, PRINTERS TO THE CITY.
1868.

EXTRACTS FROM THE GENERAL STATUTES OF THE COMMONWEALTH.

CHAPTER XXXVIII.

SECTION 1. In every town there shall be kept, for at least six months in each year, at the expense of said town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend public school therein, in orthography, reading, writing, English grammar, geography, arithmetic, the history of the United States, and good behavior. Algebra, vocal music, drawing, physiology, and hygiene, shall be taught by lectures or otherwise, in all the public schools in which the school committee deem it expedient.

SEC. 2. Every town may, and every town containing five hundred families or householders shall, besides the schools prescribed in the preceding section, maintain a school to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall give instruction in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil policy of this commonwealth and of the United States, and the Latin language. Such last mentioned school shall be kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations, in each year, and at such convenient place, or alternately at such places, in the town, as the legal voters at their annual meeting determine. And in every town containing four thousand inhabitants, the teacher or teachers of the schools required by this section, shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.

SEC. 7. Any town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age; may determine the term or terms of time in each year, and the hours of the day or evening during which said school shall be kept; and appropriate such sums of money as may be necessary for the support thereof.

SEC. 10. It shall be the duty of the president, professors and tutors of the university at Cambridge and of the several colleges, of all preceptors and teachers of academies, and of all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice, and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues, to preserve and perfect a republican constitution and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

SEC. 11. It shall be the duty of the resident ministers of the gospel, the selectmen, and the school committee, to exert their influence and use their best endeavors that the youth of their towns shall regularly attend the schools established for their instruction.

SEC. 24. Every instructor of a town or district school shall, before he opens such school, obtain from the school committee a certificate in duplicate of his qualifications, one of which shall be deposited with the selectmen before any payment is made to such instructor on account of his services; and upon so filing such certificate, the teacher of any public school shall be entitled to receive, on demand, his wages due at the expiration of any quarter, or term longer or shorter than a quarter, or upon the close of any single term of service, subject to the condition specified in section thirteen of chapter forty.

SEC. 25. The school committee may dismiss from employment any teacher whenever they think proper, and such teacher shall receive no compensation for services rendered after such dismissal.

SEC. 27. The school committee shall require the daily reading of some portion of the Bible in the common English version; but shall never direct any school books calculated to favor the tenets of any particular sect of christians to be purchased or used in any of the town schools.

SEC. 30. If any scholar is not furnished by his parent, master, or guardian, with the requisite books, he shall be supplied therewith by the school committee at the expense of the town.

CHAPTER XL.

SEC. 13. The several school teachers shall faithfully keep the registers furnished to them, and make due return thereof to the school committee, or such person as they may designate, and no teacher shall be entitled to receive payment for services until the register, properly filled up and completed, shall be so returned.

CHAPTER XLI.

SEC. 1. Every person having under his control a child between the ages of eight and fourteen years, shall annually during the continuance of his control send such child to some public school in the city or town in which he resides, at least twelve weeks, if the public school of such city or town so long continue, six weeks of which time shall be consecutive; and for every neglect of such duty the party offending shall forfeit to the use of such city or town a sum not exceeding twenty dollars: but if it appears upon the inquiry of the truant officers or school committee of any city or town, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school, or to furnish him with the means of education, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools, or that his bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, the penalty before mentioned shall not be incurred.

SEC. 7. With the consent of school committees first obtained, children between the ages of five and fifteen years may attend schools in cities and towns other than those in which their parents or guardians reside; but whenever a child resides in a city or town different from that of the residence of the parent or guardian, for the sole purpose of attending school there, the parent or guardian of such child shall be liable to pay to such city or town, for tuition, a sum equal to the average expense per scholar for such school for the period the child shall have so attended.

SEC. 8. The school committee shall not allow any child to be admitted to or connected with the public schools, who has not been duly vaccinated.

SEC. 9. No person shall be excluded from a public school on account of the race, color, or religious opinions, of the applicant or scholar.

RULES OF THE COMMITTEE.

CHAPTER I.

ORGANIZATION AND MEETINGS OF THE BOARD.

SECTION 1. The Board shall be organized by the choice of a Chairman and Secretary, by ballot.

SEC. 2. The regular meetings of the Board shall be held on the evenings of the first Monday of each month. Special meetings may be held at the call of the Chairman, or in his absence, of the Secretary, and in the absence of both, of three members of the Board.

SEC. 3. Seven members shall constitute a quorum; but there shall be no alteration of the salaries of Teachers, and no alteration or suspension of the Rules and Regulations, unless a majority of the Board vote in the affirmative.

SEC. 4. The rules of proceeding and debate laid down in Cushing's Manual, shall be observed at all meetings of the Board, so far as they are applicable, unless they shall have been modified by special vote.

SEC. 5. At the first meeting of the Board, or as soon thereafter as practicable, the following Standing Committees shall be appointed, viz.:

A Committee on the High School.
A Committee on the Grammar Schools.
A Committee on the Evening Schools.
A Committee on the Primary Schools.
A Committee on the Country Schools.
A Committee on the Farm School.
A Committee on Music and Drawing.
A Committee on Examination of Teachers.
A Committee on Text-Books.
A Committee on Accounts.
A Committee on Expenditures.

CHAPTER II.

DUTIES OF OFFICERS AND STANDING COMMITTEES.

DUTIES OF THE CHAIRMAN.

SECTION 1. The Chairman shall preside at all meetings of the Board.

He shall nominate the Standing Committees, and shall appoint all Special Committees, unless otherwise ordered.

He shall exercise a general care over the schools in matters not specially provided for.

He shall call special meetings of the Board whenever he deems it necessary, or on the application of any two members; and shall approve all bills when they have been passed by the Committee on Accounts.

DUTIES OF THE SECRETARY.

SEC. 2. The Secretary shall make a fair and accurate record of the proceedings of the Board; shall have charge of all papers on file; and perform other duties usually appertaining to his office.

He shall give notice in writing, to every member of the Board, of all its regular and special meetings; to each member of every Standing and Special Committeee of his appointment; and to the Chairman of the Committee of the names of those associated with him, and of the object for which the Committee is appointed. He shall also notify the meetings of each Committee, when requested by its Chairman.

In case of the death, resignation, or absence from the city, of the Chairman, he shall, on the application of any two members, call special meetings of the Board in the same manner as the Chairman.

He shall give notice to teachers of their appointment; shall give them the required certificates of qualification; and shall furnish them with the blank forms of school returns required by law.

He shall also communicate to each teacher the names of the Officers and Standing Committees of the Board, and shall give all other notices which may be required.

DUTIES OF STANDING COMMITTEES.

SEC. 3. The Committees on the schools shall exercise a general supervision over those to which they may be severally assigned, and report their condition to the Board as often as once in three months; and it is recommended that every member of the Board visit all the schools at least once during the year.

The examination of candidates for admission to the High School shall be conducted by the Committee on that school in connection with the Committee on the Grammar schools.

SEC. 4. The Chairman of each of these Committees shall give advice to the Superintendent in any emergency, and decide upon any difficulty between the teachers of the schools of which he is Chairman and the parents or guardians of the scholars.

In all cases of suspension occurring under his direction, or sanctioned by him, he shall report the facts at the next meeting of the Board, unless the scholar shall have been restored; but all his decisions shall be final, unless reversed by the Board.

He may grant leave of absence to any teacher of these schools, or may allow an alteration or suspension of the regular session, whenever he may deem it advisable, or the interests of the school may require; it being understood, however, that no teacher shall be allowed leave of absence unless the Chairman is satisfied that it is necessary. All such favors, with the reason thereof, shall be reported at the next meeting of the Board.

SEC. 5. The Committee on examination of teachers shall hold meetings at least semi-annually for the examination of all those who may present themselves as candidates. Public notice shall be given of the time and place of meeting, and the examination shall be open to all the members of the Board.

Whenever a vacancy occurs in any of the schools, this Committee shall nominate to the Board the candidate in their judgment best qualified for the situation.

SEC 6. The Committee on Text-Books shall have supervision of questions relating to school books, and recommend to the Board such new books, or changes of books, as in their opinion the interests of the schools require, and no book shall be introduced into the schools, unless it has been referred to this Com-

mittee. And no text-book shall be adopted by the Board for the use of any schools, unless a copy thereof shall have been furnished for examination to each member who may desire it, at least one week previous.

Sec. 7. The Committee on Accounts shall examine and pass all bills contracted under the authority of the Board, and shall report quarterly a statement of all bills passed by them.

Sec. 8. The Committee on Expenditures shall have the superintendency of all the buildings occupied by the schools, and the yards and fences connected therewith, and may expend in repairs a sum not exceeding in any one instance $150, reporting each month the amount thus expended, to the Committee on Accounts. They shall furnish all necessary articles, fixtures, and fuel, and cause the yards and rooms to be suitably cleansed. They shall execute all orders of the Board respecting School Houses and their premises, unless otherwise provided for. They shall arrange for the warming and sweeping of the School Houses, and any other services that may be necessary, and the arrangements thus made they shall communicate to the Board, if required. They shall also make arrangements for furnishing the scholars in the public schools with text-books in accordance with the Statute; and the necessary stationery for the use of the schools.

CHAPTER III.

DUTIES OF THE SUPERINTENDENT.

Section 1. The Superintendent, under the direction and control of the Board, shall have the care and supervision of the schools, and labor for their improvement; he shall keep an accurate account of all bills approved by the Chairman of the Board, and make out the customary pay rolls.

Sec. 2. He shall visit each school twice at least each term, and oftener when in his judgment it is desirable. He shall annually make a thorough examination of the condition and progress of all the schools, giving public notice of the time of examination, and shall advise the teachers respecting the best methods of instruction and discipline. He shall see that the

regulations of the schools adopted by the Board are obeyed by the teachers and pupils.

Sec. 3. He shall decide upon all applications for admission to any of the schools, except the Country schools, and cases of admission to the High School.

Sec 4. At the close of the Fall term he shall make a written report to the Board, giving an account of the schools he has visited, together with such facts and suggestions relating to the condition of the schools, as he may deem advisable.

Sec. 5. He shall render such assistance as may be required in the examination of candidates for the office of teacher, and also of candidates for the High School.

Sec. 6. He shall report to the Committee on Expenditures any repairs that may be needed, or any want of the schools, of furniture, fixtures, or fuel.

Sec. 7. He shall mature and put into operation a systematic method by which the Truant officer may work, advise that officer in regard to his duties, and require from him regular reports thereupon.

Sec. 8. In every case requiring temporary arrangements to be made, he shall immediately report the same to some member of the committee assigned to the schools in which it occurs.

Sec. 9. He shall, under the direction of the Board, hold monthly meetings of the teachers for an interchange of views upon methods of instruction and discipline.

Sec. 10. He shall devote his entire services during the school hours to the duties of his office, and shall keep regular office hours, other than the school hours, at a place provided for that purpose.

Sec. 11. He shall attend the meetings of the Board when requested, and give such information as may be desired respecting the condition of the schools.

CHAPTER IV.

APPOINTMENT AND COMPENSATION OF TEACHERS.

Section 1. The teachers of the schools shall be appointed at the meeting on the first Monday of July, and shall hold their places for one year, unless removed by the Board. Appoint-

ments, however, may be made at any other time and for a less period, if in any case it may seem desirable. And all appointments of teachers to new situations shall be for only one term.

SEC. 2. The vote upon the appointment of each teacher shall be taken separately, and if requested by any member, by ballot.

SEC. 3. The salary of the teachers shall be fixed at the time of appointment, and no reduction shall be made during the term of their appointment.

SEC. 4. The teachers shall receive their salary at the close of each term, pro rata. If any teacher shall leave the service of the city before the time of regular payment, he shall receive a proportionate compensation for the period he has actually been employed since the time when the last regular payment was made.

SEC. 5. If any teacher is absent from school on account of illness, no deduction shall be made from his salary on that account, unless his absence shall occasion the appointment and payment of a substitute.

REGULATIONS OF THE SCHOOLS.

CHAPTER I.

GENERAL REGULATIONS.

SECTION 1. All teachers in the public schools are required to make themselves familiar with these regulations, and especially with the portion relating to their own duties, and to the instruction and discipline of their respective schools, and to see that they are faithfully observed.

SEC. 2. The school year shall begin on the first Monday of September, and shall be divided into four terms. The first term shall close on the Friday preceding "Thanksgiving," and be followed by a vacation of one week; the second and third terms shall be each eleven weeks, and each followed by a vacation of one week; and the fourth term shall be so many weeks as to make in all forty-three school weeks in each year, and shall be followed by a vacation extending to the beginning of the next school year.

The regular holidays shall be every Saturday through the year, the twenty-second of February, Fast days, the Fourth of July, and Christmas day.

SEC. 3. The schools, except the High School, shall commence their morning session at nine o'clock, and close at twelve o'clock, through the year. The afternoon session, except in the country schools, shall commence at two o'clock, and close at half past four o'clock, from the first day of November to the end of the second term. The remainder of the year it shall commence at two o'clock, and close at five o'clock.

All the schools shall commence punctually at the prescribed hours, and each school-house shall be opened at least fifteen minutes before the session commences.

Sec. 4. There shall be a recess of fifteen minutes for *every* pupil each half day, including the time occupied in going out and coming in, which recess shall take place as nearly as may be at the middle of each session.

Sec. 5. No scholar shall be admitted into any of the schools without a certificate from a physician, or other proof satisfactory to the Superintendent, that he has been vaccinated or otherwise secured against the small pox. No such proof, however, shall be required of those who are transferred from one school to another.

Sec. 6. The regular days for the admission of scholars shall be the first day of each term, and the first Monday in each month. No child shall be admitted as a pupil into a Primary School, who has not attained the age of five years, nor into the Grammar Schools unless regularly transferred, or found upon examination to be qualified to enter the lowest class therein, except by the Superintendent; and no scholar, under six years of age, shall be admitted to a Primary School for the first time after the close of the third week.

Sec. 7. Every school-room shall be opened, and all the teachers shall be present, ten minutes before the hour for the commencement of each session. And the scholars shall be required to be in their seats punctually when the hour arrives.

Sec. 8. The Principal of each school shall read, or cause to be read, a portion of the Sacred Scriptures at the opening of the morning session; and the Board recommend that prayer also be offered by one of the teachers, or at least that the Lord's Prayer be repeated, by a teacher alone, or by the teachers and scholars in concert.

Sec. 9. In all cases of absence or tardiness of the scholars, the teacher shall require from parents or guardians an excuse made in person or by writing.

Sec. 10. No scholar shall be permitted to leave school before the regular hour of closing, except in case of sickness or some emergency.

Sec. 11. No contribution or subscription for any purpose whatever shall be introduced into, nor shall any pamphlets or newspapers of any kind be distributed in any school.

Sec. 12. No person shall be allowed to visit any school, as agent of any exhibition or entertainment of any kind.

Sec. 13. The teachers shall each receive copies of the text-books used by them respectively, with a list of the books prescribed for their schools, and shall strictly follow the course of instruction prescribed by the Board.

Sec. 14. The introduction and perusal of books not connected with assigned studies is absolutely prohibited, and also of all papers or pictures; and in any instance of violation of this rule, such books, papers, or pictures, shall be taken possession of by the Principal, and disposed of in such a manner as will prevent their return to the schools.

Sec. 15. All instructors shall aim at such discipline in their schools as would be exercised by a kind, judicious parent in his family, and shall avoid corporal punishment, by which is understood, all infliction of bodily pain, in all cases where good order can be preserved by milder measures; and it shall be the duty of the several teachers in the public schools to keep a record of all instances of inflicting corporal punishment, and of the nature of the offence, which record shall be open, at all times, to the inspection of the Superintendent and of the School Committee.

Sec. 16. For obstinate or violent opposition to his authority, or when the example of any scholar is very injurious, the teacher may suspend such scholar during the remainder of the session in which the misconduct occurs, and shall immediately report the case to the parent or guardian of the scholar, and if circumstances require, to the Superintendent, who, if he shall find it necessary, shall report the case to the Chairman of the Committee assigned to the school, and the said Chairman may extend the suspension of such scholar from the school, and report the case to the next meeting of the Board.

Teachers may detain scholars after the regular school hours, not exceeding thirty minutes.

Sec. 17. To promote the well-being of their pupils, it shall be the duty of the teachers, as far as is practicable, to exercise a general inspection over them, as well out of the school-house, as within; and on all suitable occasions to inculcate "the principles of piety and justice, and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and a basis upon which a republican constitution is

founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues, to preserve and perfect a republican constitution and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."

Sec. 18. If any scholar shall wilfully deface, defile, or otherwise injure any of the school-houses, or the desks, furniture, fixtures, books, apparatus, out-buildings, or fences belonging to the same, a written notice shall be sent by the Principal without delay to the parent or guardian of the pupil, informing him that unless the injury is repaired, or a compensation paid within one week from the date of said notice, the offender will be suspended from the school until the pleasure of the Board shall be known.

Sec. 19. The teachers shall take care that the school-houses, the apparatus and books in the same, and all the public property intrusted to their charge, are not defaced or otherwise injured by the scholars; and it shall be their duty to give timely notice to the Committee on Expenditures of any repairs or supplies which may be needed.

Sec. 20. The teachers shall carefully preserve neatness in the school-houses, by having them properly swept and cleaned, under the direction of the Committee on Expenditures, and they shall also give vigilant attention to their ventilation and temperature.

Sec. 21. The Registers required by law shall be faithfully kept by the Principals in each school, and when filled, shall be returned to the Secretary of the Board, and no one shall be reappointed by the Board, who does not strictly comply with the requisitions of the Board and the law of the Commonwealth, in this respect.

Sec. 22. Any teacher contemplating a resignation of his situation, shall give four weeks' notice of such intention, in writing, to the Secretary of the Board. If such notice is not given so as to allow time to procure a substitute, no compensation shall be allowed for any services rendered within four weeks of the time the resignation takes effect.

Sec. 23. In case of the illness of a teacher, of such severity as to prevent his attendance, he shall give information thereof

to the Superintendent, and in no case shall a teacher appoint a substitute.

Sec. 24. The Principals shall, by frequent examination, acquaint themselves with the condition of all their classes, and shall give such advice and instruction to their assistants, as may be found, upon such examination, to be called for. And it is strictly enjoined upon them to see that the scholars are not advanced in their books or studies, until they are qualified to profit by such advancement.

Sec. 25. In all cases of difficulty in the discharge of their official duties, and whenever they may stand in need of assistance, teachers shall apply to the Superintendent, or in his absence, to the Chairman of the Committee assigned to the school, for advice and direction.

Sec. 26. The teachers of the several grades and classes are required to give their special attention to the directions in the Manual of Instruction, which will be strictly adhered to and enforced as far as may be practicable. And they are especially enjoined to endeavor to enter into the spirit of those directions, that they may apply them with intelligence and enthusiasm.

HIGH SCHOOL.

Sec. 1. An examination of candidates for admission to this school shall be had during the week succeeding the close of the summer term. Public notice shall be given by the Chairman of the Board, in one or more newspapers, of the time and place of such examination; and the questions for the examination shall be previously submitted to the Board by the Superintendent.

A detailed report of this examination shall be made to the Board, containing the names of those who appear to be qualified for admission, and after the action of the Board thereon, the Secretary shall send to each successful applicant a certificate of admission, to be presented to the Principal.

The candidates for admission shall present to the Committee a certificate signed by the Principal of the school they last attended, stating their scholarship and standing in that school.

Pupils who are found qualified, upon an examination conducted by the Principal of this school and the Superintendent, may be admitted to an advanced class in the school at the commencement of the term.

Candidates for admission to this school must be at least twelve years old, and shall pass a satisfactory examination in

Reading,
Spelling,
Writing,
English Grammar,
Arithmetic,
United States History,
Modern Geography.

Sec. 2. The pupils in this school may remain members of it four years, and during this period it is expected they will accomplish the following:

COURSE OF STUDY.

FIRST YEAR.

1*st Six Months*, — Algebra, History, English Language or Latin.
2*d* " " Algebra, History, English Language or Latin.

SECOND YEAR.

1*st Six Months*, — Geometry, Natural Philosophy, English Language or Latin.
2*d* " " Geometry, Natural Philosophy, English Language or Latin.

THIRD YEAR.

1*st Six Months*, — Astronomy, Book-keeping, Moral Philosophy or Latin.
2*d* " " Arithmetic, Chemistry, Physical Geography or Latin.

FOURTH YEAR.

1*st Six Months*, — Geology, Arithmetic, Constitution or Latin.
2*d* " " Intellectual Philosophy, Physiology, Botany or Latin.
Drawing and Music through the whole course.

French, after the first year, shall be optional and *extra*. Scholars preparing for College will be required to attend only to those studies necessary for admission. Scholars pursuing a partial course in Latin may be excused from one English study.

The Latin and Greek authors to be read by the classes not intending to enter College shall be selected from time to time

by the Principal, with the concurrence of the Committee on the school.

An accurate knowledge of the English language shall be considered of the first importance in this school. Every class shall devote a portion of time to some exercise connected with this branch of knowledge.

Every class shall also have the benefit of direct moral instruction. It shall be the duty of the teachers on all suitable occasions to impress upon the minds of the scholars under their care principles of truth and virtue. Every class shall have a regular exercise in the science of morals.

COLLEGE COURSE.

SEC. 3. Those desiring to enter College may, after a thorough preparation in the English studies required for admission to any New England College, continue the study of Latin and Greek in special classes until qualified.

Those not designing a College course, shall be at liberty during any part of their term of study, to join such of the classes in these languages as their time admits.

[The foregoing Rules and Regulations for the government of the High School remain in force, the Committee not being prepared for a more thorough revision of them at this time.]

GRADED

COURSE OF INSTRUCTION

FOR THE

PUBLIC SCHOOLS OF NEW BEDFORD,

WITH ACCOMPANYING

DIRECTIONS TO TEACHERS.

Adopted by the School Committee, Dec. 30, 1867.

NEW BEDFORD:
E. ANTHONY & SONS, PRINTERS TO THE CITY.
1868.

COURSE OF INSTRUCTION.

INTRODUCTION.

The teachers in the service of the city are enjoined to bestow careful attention on the contents of this Manual of Instruction, which is intended to serve several very important purposes: first, to embody, in a systematic form, such principles in reference to education, as shall clearly indicate to the teachers what the School Authorities hold to be the true philosophy on the subject, so that there shall be one common starting point of purpose and endeavor: second, to furnish such specific directions and suggestions, as shall equip new teachers with abundant instrumentalities for profitable exertion: third, to establish a system of study based on subjects rather than text books, so that the teachers will be able to discriminate in the text books between what is useful and what is useless, and discard the latter; and thus to make the text books their servants and not their masters: fourth, to organize the studies of the schools on a carefully graded basis, so that there shall be uniformity in the course of study prosecuted in similar schools or classes, and thus the authorities be able readily to compare one school with another, and to make transfers from one school to another: fifth, to inform the parents and friends of our scholars, in a concise and definite manner, what is embraced in a complete course of study, and what, at any stage of their progress, their children may be presumed to have been taught. These, it will instantly appear, are all points of peculiar interest and importance; and the directions of this Manual will be strictly adhered to and enforced.

ORGANIZATION OF THE SCHOOLS.

The fully organized schools are divided into three GRADES, viz., Primary, Grammar, and High.

The course of study, for all these Grades, is arranged to occupy *thirteen years.*

The Grades are divided into CLASSES, corresponding to the number of school years. Of these classes, four are included in the Primary grade, five in the Grammar grade, and four in the High grade.

The classes in the Primary grade, and part of the classes in the Grammar grade will be subdivided into SECTIONS; but no class is to have more than two sections, except in case of positive necessity.

The COUNTRY SCHOOLS will conform to the directions of this Manual, as far as circumstances will allow.

GENERAL DIRECTIONS.

There are certain fundamental principles pertaining to the instruction of youth, that it is incumbent on teachers to appreciate and refer to, as the indispensable groundwork of real success. Some of them are as follows:

1. A worthy and aspiring character is of far more importance in human life than the highest triumphs of mind, if the two are to be separated. Let the teacher therefore, solemnly and constantly hold this truth in view, impress it on the minds of the scholars, and make the school a training field for the achievement of moral as well as of intellectual successes:

2. There is something of far greater influence in the school-room than any formal principles and rules that the teacher may institute for the discipline of his school; and that is, his *real character*, as it unconsciously manifests itself in his ordinary words and deeds. It is this unconscious influence that is the paramount moral force in the school-room, giving it its predominating tone, and correspondingly moulding the characters of the scholars. It is something whose realities no hypocrisy can either feign or conceal. Above all things, therefore, it behooves the teacher to be of such a spirit, that his instincts and impulses shall all be pure and true:

3. The natural order of development of a child's faculties is, 1st, Perceptive; 2d, Conceptive; 3d, Reasoning. And this is also the natural order of mental action in investigating any particular subject. It is of the first importance, therefore, at

every stage of progress, to address the perceptions first. Half the efforts of teachers in general are worse than wasted, because they are satisfied to present the topics of study to their scholars in an abstract form. *Of a consequence*, there being no exercise of the *perceptions*, the *conceptions*, framed out of vague abstractions, are likely to be false or grossly distorted. Let this then be a fundamental rule; *always to illustrate the studies with appropriate visible objects* when time and opportunity will permit:

4. Manners are of so much importance as to have been characterized as Minor Morals. That only is a good school, therefore, in which the teacher, uniformly setting an attractive *example* of graceful and refined demeanor, rigidly insists on good manners in the scholars, reproving every instance of unbecoming behavior. In like manner, every violation of the proprieties of speech is to be corrected. No remark, under any circumstances, should be allowed in the school-room that is not properly worded. No study or effort, in later years, will thoroughly correct the bad habits in this regard that have been formed in childhood. Therefore let all the intercourse of the school-room, as well as every formal recitation, be an exercise in the use of language; habituating the scholars to correct, exact and elegant modes of expression. Let every question be required to be pointed and precise; every answer, to embrace a complete proposition:

5. A sound body is necessary to a sound mind. Therefore let the utmost attention be given to secure a pure atmosphere in the school-room; let the postures of the scholars be so regulated as to avoid unnecessary fatigue; and the intellectual exercises be relieved by physical, to strengthen and cultivate muscle as well as mind:

6. Last but not least of these grand leading directions, the teacher must be actuated by a sincere enthusiasm in the work of the school-room. Nothing can compensate for the want of that.

DISCIPLINE.

The first step toward the successful government of a school is self government in the teacher. Loss of temper is loss of power and of prestige. There should be so much hearty sympathy with childhood, notwithstanding its faults and short

comings, so much profound sorrow at every exhibition of vicious propensities by a scholar, as to make it well nigh impossible for a scholar to provoke the teacher to anger. Such a result should never appear.

Corporal punishment as a last resort in cases of obstinate misconduct, is not forbidden. But it is to be inflicted apart from the school, in measure proportioned to the offence and long enough after the offence, for calm and sober reflection on the part of both teacher and pupil. By that time an honest and candid confession of wrong by the pupil may supersede the necessity of punishment.

Wholesale threats should never be made by a teacher, that, in a certain contingency, corporal punishment will be inflicted. For the offender may happen to be one so constituted or situated that such punishment will be improper; and thus the teacher's word must be made good, to the scholar's injury, or broken to his own injury and to the injury of the discipline of the school.

Whatever inflicts bodily pain or places in physical fear, is, strictly speaking, corporal punishment. And let no teacher, through a desire to avoid multiplying such cases, have recourse to practices that produce all the pernicious effects of formal and acknowledged corporal punishment, without any possible good. Such practices are meant as boxing the ears or mouth, pulling the hair, shaking the shoulders, placing in constrained and painful positions and the like. All such dodging substitutes are expressly forbidden. If the teacher's judgment and conscience demand that corporal punishment should be inflicted, let it be inflicted in a proper way, and honestly and fairly recorded.

Let it be carefully remembered that a candid confession of wrong on the teacher's part, — and what teacher does not sometimes err? — will strengthen rather than weaken authority; while evasion or duplicity to cover it over begets unmeasured contempt.

Order in school is of the first importance; at the same time that school is best governed in which there is the least appearance of government. A noisy teacher makes a noisy school. Nervous and reiterated calls to order, or frequently calling out the names of disorderly scholars, creates the necessity of ceaseless repetitions of the same kind. Let there be perfect system,

maintained by signals with a bell or taps, all as light and noiseless as possible.

MENTAL DISCIPLINE.

Mental discipline is an essential object of intellectual education, since without the power of using the faculties of the mind to good advantage in dealing with the facts that may be learned, those facts will prove only useless lumber in the memory. And there can be no discipline without methodized labor.

No study or portion of study is to be imposed solely for the vicarious purpose of disciplining the mind. For it is believed that substantial discipline will be acquired from all studies that are practically useful, if they be thoroughly and earnestly pursued. And we have no time in our schools for anything beyond the practically useful. But it is specially enjoined that every prescribed study be taught in such a systematic and methodical as well as interesting manner, as healthfully to task the powers of the scholar. Whether the teaching be oral or from text books, it must start from clearly stated principles, and be methodical, thorough and tasking, or it will merely touch the surface of the scholar's mind and be forgotten, or leave only vague and confused impressions behind it.

It is important, therefore, that scholars should not be helped over difficulties that they are able to overcome themselves.

It is equally important, on the other hand, that they should not be engaged in studies that are in advance of the sufficient maturity of their minds to understand them. There is all the difference in the world between the activities of a mind that is healthfully put upon its energies, within the sphere of its present capacity, and those that it exerts in a struggle to grasp what is beyond its capacity. Some scholars suffer from the want of a little assistance given at the proper time and in the proper way. This should never be direct, but, by starting back to some point which they do understand, let them be led up to the difficulties to be encountered. The principal difficulties in a scholar's path lie in his inability to apply principles to examples that vary in form and phraseology from the illustrations given him when he learned the principles. The similarity of examples should be shown.

Teachers should be very careful not to talk too much them-

selves when hearing recitations. They should question; and so make their scholars talk; and lead them to think and reason and inquire. The talking, in general, should be mostly on the scholar's side.

The power of attention is essential to the successful prosecution of study at every stage of progress; and the best efforts of teachers should be directed to the cultivation of this great power. The habit of attention may be and should be formed early. Its formation depends upon the power of the teacher to interest the pupil, and upon letting the lesson cease, the moment the attention begins to flag.

Let no teacher imagine that there can be no mental discipline unless in connection with such hard work as is distasteful and irksome. The best discipline is often attained from delightful exercises. A study may be a positive recreation, and still exact the profoundest effort. A well trained child delights to overcome difficulties.

THE STUDY OF LANGUAGE.

The most important of all studies up to and through the highest classes in the school course, is the study of language. For words are the symbols of thought, and the keys to all other studies. Just in proportion to the extent of a person's knowledge of language is, in general terms, the range of his mind; since, in a practical light, we cannot think without words. The greatest impediment to the intelligent progress of our youth, as their studies have heretofore been prescribed, has been, that their knowledge of the language has by no means kept pace with the sequence of their studies; so that the majority of them have not understood the meaning of the phraseology of the new text books, that they have been put upon from time to time. Therefore the exercises on which the study of language depends, must receive, at every stage of progress, the most careful attention. These are Reading, Composition, Abstracts, Definitions, etc.

READING.

Good reading implies two distinct processes carried on at one and the same moment, viz.: comprehension of the author's

meaning, and power to convey to others an intelligent and adequate idea of it. The training of the scholar in reading, therefore, involves two separate kinds of instruction; one of the mind, the other of the voice. Neither of these must be sacrificed to the other, and receive disproportionate attention.

It is very common to give undue prominence to the training of the voice, to the prejudice of reading as an intellectual exercise. This has arisen, in part, from the influence of the elaborated lessons on Elocution prefixed to the reading books, which have impressed some teachers with the idea that a fine elocution is the main object of the exercise of reading. Many teachers accordingly limit the amount of the reading of their classes for a whole term, to a few rhetorical pieces, bestowing attention on nothing except the drill in articulation and modulation. This course renders the vocal training itself well nigh useless. For how can scholars modulate, correctly, passages of which they do not know the sense? And, not having been taught enough of language to understand the meaning of what they read, they never know how to apply their lessons on elocution.

While all positive faults of reading are *always* to be noticed, such as hesitating, repeating or clipping words, catching, cadences at the pauses, singsong emphasis, stumbling, indistinctness of utterance and the like, express drill in elocution should not occupy more than *two-fifths* of the time given to the reading exercises; or two lessons out of five. The other three should be devoted to purely intellectual ends; such as thoroughly mastering the thought and emotions of the pieces that may be read, by means of questions; to elucidate their scope; the historical, biographical and other references; the etymology and meaning of words; the character of the style, and the peculiarities of the imagery.

Fluency in the utterance of sentences, without appreciation of their meaning, is a useless accomplishment. And a single sentence or paragraph often answers a better purpose for a lesson than an entire page. Still the great mass of scholars need to be taught how to read common literature *well*, more than how to read a few pieces admirably. The fewer the pieces that may be read, the narrower the range of familiarity with the gems of literature, and with the varieties of style; and the less probability of acquiring a taste for reading. And very

much, under an enthusiastic, judicious teacher, fond of literature and conversant with its attributes, can be accomplished in simply reading selections, without special drill of any kind.

One or more words for the reading lesson, well explained and understood, should be added to the scholar's vocabulary every day. For this purpose let new words that occur be practiced upon by means of writing exercises, by being compared with their synonyms and wrought into sentences.

To tell a scholar that he does not read a passage correctly, without practically exemplifying the correct reading, is a waste of time. To keep a passage in circulation around a class, telling the scholars successively called on, "to try and read it better than it has been read before," not having given the correct reading, is a still greater waste and loss. One cannot teach elocution by abstract directions. It is taught only by model and imitation.

For the teacher to enunciate a passage as a model, without requiring precise conformity by the scholar, is almost equally futile.

Some teachers have a good deal of reading in concert. Let it be understood that this method is an injury, and involves a loss of time, except when used as an accessory in teaching elocution. For each scholar so reading is trammeled by the consciousness that he is to keep exact tone and pace with the others, and all nice individuality of expression is lost. Besides, the lazy take advantage and move their lips without enunciating at all.

But in teaching elocution it is an almost indispensable helper. For a class, *as a whole*, will catch and deliver with nicety, tones and inflections that an individual is unable to give correctly. Let the teacher begin a reading exercise by reading with true spirit and propriety the whole piece that forms the lesson. Then let him take up the first sentence, and call on a scholar to imitate his rendering of it. If he gives it incorrectly, let him appeal to the class to give it, then call on the individual again. If still wrong, let him read the passage himself, or appeal again to the class; and so forward until every requisite tone is given with precision.

But, after all, the chief obstacle to the successful teaching of reading is the sluggishness of teachers themselves. Dronish,

monotonous formality in such a connection is fatal. Enthusiasm is essential to good teaching, in all branches, but especially when reading is to be taught. There must be a vivid, irresistible inspiration in the exercise, or the scholars had better be doing something else.

COMPOSITIONS, WRITTEN ABSTRACTS, ETC.

There is no instrumentality so useful as the exercises that may be classified under this head. Nowhere is there such thorough and accurate as well as rapid progress, as where it is employed. It creates much labor for the teacher, but it affects the deepest life of the school.

By nothing else is the study of language so profitably aided, and in its various forms and methods it is earnestly prescribed.

Compositions are usually hateful things. It is because the subjects assigned are very often abstract and difficult, and the exercise is required to be of a length that is appalling to those who perhaps have had so little true practice in thinking, and giving expression to thought in writing, that they exhaust their power in penning a few sentences. Formal Compositions would have come with far more freedom and merit from the classes in the High School if the scholars had had systematic preparatory training in this direction, in the lower grades.

Such training may be begun with success and profit in Primary schools. As soon as children are able to write script legibly, they are able to write compositions. And such writing may be made one of the pleasantest exercises ever prescribed.

But it must be imposed in simple and attractive ways; and the same may be said in regard to it, in connection with all the classes up to the High School. It may be at one time an object lesson, first given in an interesting manner, to be written off from memory; second, a brief impressive anecdote or story, first clearly and intelligently read or told by the teacher, to be related by the scholars in writing, after an interval long enough to test their attention and memory; third, a letter required, to describe some event that has been witnessed by all; fourth, a list of words prescribed to be wrought into appropriate sentences; fifth, elliptical sentences prescribed, the pupil to supply the lacking words; sixth, single words assigned, for sentences to be made from; seventh, sentences partly written, the schol-

ars to complete them, making perfect sense; eighth, passages to be written from dictation, to test the scholars' power to catch correctly what falls from others' lips.

These and other methods of the kind may be introduced and so varied, as to be among the most interesting of the school exercises, as they will also prove among the most useful.

The making of abstracts of lessons is another form of composition, of exceeding value. It is well to encourage the scholars to use their own language in their abstracts, as far as they are able; and no composition of any kind should be passed by, until all its defects have been carefully pointed out and corrected. It is well to return compositions, after the mistakes have been indicated, to be re-written. Let the teachers strive to perfect their scholars in the fundamental attributes of a good style, exactness and condensation.

Written reviews are of high value. They cultivate thoroughness and accuracy of scholarship, and freedom and skill in the use of language. An excellent method of conducting them is to write several topics distinctly on the blackboard, and require the scholars to enlarge on them as fully and accurately as possible. Another is to propose several questions involving the most important points in what has been studied, and require full and accurate replies.

WRITING.

The most profitable way of teaching writing in copy books, is by making it a simultaneous class exercise, conducted by counting, all the members of the class thus attending to the same thing at the same time.

The objection to this is, that while it secures a correct well-proportioned handwriting, it destroys all individuality. Thus graduates of Commercial Colleges write handsomely, but their writing seems to have been made by inanimate machinery, it is all so exact and alike.

But systematic lessons in copy books are necessary, in order to correct bad habits and discipline the hand to regularity. And if there be frequent writing exercises in connection with the various studies, and they be made tests of chirography as well as mental improvement, the bad effects of drill with copy

books will be counteracted, and a good free handwriting secured, possessing marked individuality.

The blackboard is indispensable in teaching writing. The forms and principles of each copy should be written on the board, both correctly and incorrectly, and the contrasts pointed out.

SPELLING.

A teacher should grudge all the time given to this exercise, because it is just so much subtracted from intellectual progress. For spelling is not an essential attribute of good writing. It is only a *grace*. One can couch splendid thought and rhetoric in sentences abominably misspelled.

Yet bad spelling is a great deformity of composition; and our scholars must be carefully taught to spell. But it behooves the teachers to see to it that no time be wasted on the study, through misuse.

Instruction in spelling must begin early. It is held by some that spelling should only keep pace with the use of the reading book, and be confined to words whose meaning is understood. But this would postpone a vast number of important words until late in the school course; and it is a point settled by experience, that those who do not learn to spell when quite young, *seldom or never learn at all*. This then must be made an exception to the general rule about study. It must be, in part, a process of unintelligent memorizing.

The teachers should strive to relieve its monotony by as many devices as possible. No study can be more easily varied and made interesting. None on the other hand, can be made more stupid and unendurable.

There is, first, the old fashioned spelling match; second, "spelling down;" third, letting each scholar put out a word for the next to spell, confining the selection to the last lesson in geography, history or some other limit; fourth, the whole class to pronounce the word given out, then one scholar to give the first letter, the second the next, and so forward from one to another, the whole class to pronounce the word when it has been spelled; fifth, the teacher to read a sentence and require the words to be spelled in succession. These are some of the methods to secure interest and attention.

Written exercises in spelling should be regularly required.

These four rules are of the greatest importance: first, words when given out to be spelled should be pronounced in a natural tone of voice; second, the ordinary approved pronunciation should not be departed from, for the sake of more clearly indicating the orthography; third, no word should ever be tried upon twice; fourth, scholars should always be required to syllabicate the words given them to spell.

MANNERS AND MORALS.

Few remarks under this head are necessary, in addition to what has been already said. The graces of character are cultivated in children not so much by exhortation and precept, as by resorting to expedients that will call the better affections and qualities into active exercise. The exercise of virtuous principles confirmed by habit, is the true means of establishing a virtuous character.

Anecdotes and examples illustrating the exercise of love to parents, brothers and sisters, and companions, respect to the aged, kindness to animals, benevolence, &c., are of great value in this connection.

Every case of quarreling, cruelty, deception, &c., should be made to appear in its true light. The selfishness of children is the greatest obstacle to moral training. Let the teacher strive to counteract it.

Every instance of ill manners in the intercourse of the children with each other, as well as with the teacher, should be corrected. The position of the scholar in his seat, or in class; his movements in passing to and fro, his posture when standing, should all receive careful oversight.

No teacher can expect to make his scholars more civil, more courteous or more truthful and virtuous, than he is himself.

ARITHMETIC.

The value of the study of Arithmetic, whether for use or for discipline, depends on the clearness, accuracy and thoroughness with which it is learned. Therefore let every principle be perfectly understood, so that it can readily be applied to examples, selected or made up by the teacher, differing from those in the text book.

The fundamental rules, so mastered that the scholar can apply them rapidly and accurately, are of more importance practically, than anything else. So merchants and bank officers tell us. They want for accountants, *ready reckoners*. Therefore the addition and subtraction tables are to be learned as faithfully as the multiplication table, and the scholars in the appropriate classes practiced habitually in exercises in combining series of numbers. As for example: Take 7, add 5, add 11, subtract 9, add 15, subtract 12, multiply by 2, divide by 8 — result? Also in adding columns of figures rapidly, giving aloud only the successive amounts during the process.

The prescribed formulas should often be laid aside, and the scholars allowed to present their own methods of solution.

Teachers must be careful not to let their scholars waste time in cyphering, after enough examples have been performed to illustrate and teach a principle. Cyphering, of itself, is a mere mechanical process that imparts no discipline whatever.

In no branch is it so requisite to illustrate the exercises through the perceptions, as in Arithmetic. Every step should be exemplified through objects. The tables, Addition, Subtraction, Multiplication and Division, must be thus demonstrated to the senses, before they are imposed as tasks. Problems in Mental Arithmetic should thus be solved and made clear to the younger minds. The denominate tables should be always learned *by means of weights, measures and coins themselves*, so far as is practicable: and copiously illustrated and explained thereby. Geometric problems should be drawn out on the blackboard.

GEOGRAPHY.

No study, heretofore, has been taught less successfully than that of geography. It is chiefly because, in a slavish and narrow adherence to the text books, names of countries, cities, rivers, mountains, gulfs, islands, etc., with the directions in which they lie from each other, have been forced into the scholars' minds, without any of that information, and those illustrations, which will render such facts intelligent and interesting. What is the use of loading the memory with the names of places, if their history or local circumstance be not given, to invest them with character and associations? What is the use

of repeating in succession the rivers of a country, if nothing is taught of their course, size, how far navigable, and what commerce is carried on through them?

Geography, of all studies, should be independent of the text book. It should be taught out of minds thoroughly understanding the subject in all its relations, so as to be teeming with illustrations. Some of the best teachers of the subject use no text book at all.

The best way to teach it is by topics; great fundamental truths should never be lost sight of in insignificant details.

The relations of the earth to the solar system, its form, divisions and motions; the tropics, polar circles, latitude and longitude, alternations of day and night, equinoxes and solstices; physical geography in its main features, and as it affects climate, soil, productions, commerce; the different nations of the earth in their origin, boundaries, interior life and relations to each other, are the main topics that should be taught, severally, as soon as the minds of the scholars are capable of understanding them. *And all minor details in each of these departments should be omitted, until the great leading facts have been mastered.*

There can be no clear conception of the outlines and features of a country, unless they can be more or less correctly *drawn by the hand.* Therefore, map drawing will be considered an indispensable accompaniment of progress in geography.

ORAL INSTRUCTION.

The prescribed studies to be given orally, will be considered as essential a part of the course as any other. The lessons must be thoroughly prepared and arranged. Only thorough preparation will enable the teacher to be pointed, concise and accurate. And the lessons must be recalled and impressed by reviews and abstracts, or their effects will be evanescent.

DRAWING.

It needs to be clearly understood that the object of drawing in our schools is not to teach the scholars how to make pictures, so much as to train the hand to be expert and graceful in its motions, and to educate the observing powers. It is to be begun, therefore, at the earliest moment, and systematically

followed up, enlisting the deepest interest and care of the teacher. No class is to be expected from such exercises. And if they are properly attended to in the lower classes, there will be such proficiency in sketching the simpler forms when the scholars arrive at the class where they are to practice under the regular drawing teacher, that they can at once attempt the higher elements of the subject with interest and success.

SINGING.

The teachers of those classes which are instructed by the singing master will aid him in his exercises, that the attention and interest of all the scholars may be secured. And the teachers of other classes will take special care to train their scholars, not only to sing, but to sing correctly and tastefully. A school that sings out of time, tune and taste, had better not sing at all.

But when the proprieties of the exercise are secured, there is nothing so animating and refreshing, as a relief to the work of the school.

It has been fully demonstrated that primary scholars can be taught to read music as easily as they can be taught to read words. And encouragement will be given to any teacher in the grade, who is ready to teach music in this manner.

PHYSICAL EXERCISES.

These will be required from every class. But they must be performed in a spirited manner, or they are of little use. The methods are very various, and are left to the discretion of the teachers.

HISTORY.

The study of History, like that of Geography, is too frequently so conducted as to be distasteful, wearisome and well nigh fruitless. It is made a matter of cold, formal question and answer, the answers, perhaps, required to be given memoriter, so that the study is made one of dry words, instead of interesting facts.

Like Geography, History should be taught by topics; and especial care should be exercised *not* to confine the scholars to the language of the text books, so that in preparing the lessons they may concentrate their attention on the facts and connection

of the narrative, and not on the phraseology in which it is expressed.

Too many dates, names and other details must not be required, as the memory will be overtasked and perhaps confused. A judicious selection should be made, in each of these particulars. These remarks are especially applicable to the Grammar grade; for a complete mastery of the text book of History, in use in that grade, is impracticable.

The text book of History is prescribed as a Reading book in the lower classes of the Grammar schools, so as to familiarize the scholars with the phraseology, and prepare them for History as a regular study.

PROMISCUOUS DIRECTIONS.

1. To hear recitations by calling up a class seriatim and propounding a question to each, after he has been called up, is apt to be a dronish, monotonous, paralytic affair. There is no emulation — no inspiration about it. The moment a scholar has been thus called up, all the rest say to themselves, "There, his recitation does not concern me;" and they subside into mental inactivity. A recitation should be so conducted as to inspire and animate the whole class, putting every mind to the top stretch of exertion.

2. A chief difficulty in schools is that the scholars *do not know how to study.* They do not know how to analyze statements, find out definitions, apply principles, obtain illustrations, etc. Therefore it is often more important for a teacher to study a lesson with the scholars, than to hear it recited after it has been studied. Such a method, the teacher leading the scholars on step by step, exciting their minds to work earnestly, but preventing any groping in the dark, is so valuable, that it is specially recommended to the teachers who are so situated that they can institute it.

3. Teachers should insist on a full, free tone in reading or reciting; the mouth to be opened wide, and the vocal organs properly exercised.

4. There should be, whenever it is possible, three stages in every recitation; first, brief review of the preceding lesson, tracing its connection and bearing; second, the lesson of the day, recited and illustrated, and the scholar's thought elicited,

until it is thoroughly comprehended; third, arranging the next lesson, the teacher taking care to remove unnecessary obstacles, by explaining difficult terms, suggesting the right method of working and preparing the mind to work with interest.

Thus each lesson will be gone over to some extent, three times in three successive days.

5. No recitation with any class in any grade is to be prolonged, after the minds of the scholars have become fatigued, and the attention flags.

6. There are several points in connection with corporal punishment, that teachers should ever bear in mind. First, that corporal punishment is by no means a moral force. It appeals only to the lowest elements of our nature; and at the best, therefore, can be merely a provisional measure. Second, a teacher's moral power is in an inverse proportion to the amount of corporal punishment that he finds it necessary to inflict. Third, LOVE AND SYMPATHY ARE THE NOBLEST AGENCIES IN A SCHOOL ROOM.

7. *Order* is of the first necessity in every school. But there is a degree of motionless stillness thought requisite by some teachers, that is pleasant only to superficial observers. For such stillness is secured only by painful and unnatural constraint. Children are endowed with an intense desire for activity, for their health and development; and this desire must be recognized. Martinet drill in motionless stillness, is desirable at times, as a test of thorough discipline, but not as the rule of action. There is a certain amount of motion and noise incident to school work, that is reasonable and agreeable to a healthy mind. The motion and bustle of a noisy, uncontrolled school are very different from those of a good school heartily and self-forgetfully *at work*.

Especially must the above suggestions be heeded by Primary teachers. Motionless stillness in their schools would be a wicked achievement.

COURSE OF STUDY FOR PRIMARY SCHOOLS.

THIRTEENTH CLASS.

Oral Instruction. — The human body, its chief parts and their uses; five senses; common objects, their form, size, color and more observable properties.

Reading and Spelling. — Begun with elementary sounds and names of letters, learned from cards and blackboard, and carried forward to reading lessons as far as the 70th lesson in the Primer; word teaching; spelling from the reading lessons, by sound and by letter. Two or more lessons each day.

Drawing on the slate; straight and curved lines, first separately, then combined to form letters; simple geometric forms, figures, objects, etc., from pictures or sketches by the teacher.

Vocal Gymnastics, — according to the prescribed system, once every session, the exercises to be always very short.

Singing, — for a few minutes, at least twice each day.

Physical exercises, — for from three to five minutes, twice at least each session.

Printing, — the small letters, so as to be able to print any easy monosyllable that may be given out.

DIRECTIONS AND SUGGESTIONS.

Oral Instruction. — The oral lessons to so young children must be very simple and conversational, beginning with the familiar objects that they have been accustomed to at home, and feel an interest in; such as their toys and plays. They should be encouraged to tell the teacher all they know. One great use of such lessons is to develop the senses and perceptive faculties, to lead to habits of attention and observation, and train the memory by associating words with things. The scholars should be encouraged to bring to the teacher objects for examination.

The senses will afford an abundant field for interesting instructions. Their offices, powers and contrasts, the effects of their deprivation, should all be dwelt on and illustrated.

Reading. The old rote method of teaching the letters and Primer will not be tolerated. The little ones must be taught in a more intelligent and kindly manner. The new methods are so perfectly convenient, and may be made so attractive, that only lazy timeservers will refuse to employ them.

Word teaching should be combined with the spelling method. It will help the scholars far more rapidly on. For a word is just as readily learned so as to be called at sight, as a letter. The oral exercises may

in this way be made to help the reading exercises. Thus the teacher may print the names of objects spoken of in the object lesson, on the blackboard, if not too long and difficult, and cause the scholars to pronounce them, and associate the word picture with the vocal name.

The methods by which little beginners may genially and intelligently be carried on from the first lesson in the elements to connected sentences in the Primer, by means of cards, pictures, blackboard, letters on blocks, slate exercises, etc., are too various to be detailed in this manual. They are fully described in the approved books on the subject; and no Primary teacher will be considered fit to begin her work until she is so conversant with them as to be able to employ them.

The scholars should be taught how to hold the pencil in printing on the slate, so as not to form bad habits: and it will be well, sometimes, to make it a simultaneous exercise, conducted by the teacher carefully and systematically.

There should also be systematic and simultaneous exercises in drawing, the teacher making a model on the blackboard, giving the pupils opportunity to follow her, line by line.

In spelling by sound or by letter, and in all other vocal exercises, special pains must be taken to secure accurate and distinct articulation. And in the oral lessons, all remarks by the scholars must be properly worded.

No exercise should be more than from ten to fifteen minutes long. No child should be kept sitting still with nothing to do. A motherly, patient, cheerful, loving, sympathizing spirit should be the guardian genius of a school of this class, and thus the school-room be made a happy place.

The teachers of this class will give special attention to the "general directions," especially on the points of morals, manners and order.

TWELFTH CLASS.

Oral Instruction. — Thirteenth class exercises reviewed; domestic animals; primary colors; flowers or trees; the three kingdoms of nature.

Reading and Spelling. — Exercises on blackboard and cards continued; spelling by letters and sounds from the reading book, and through "Second Class" in Speller; names and forms of the pauses; Primer finished and to the 60th lesson in First Reader; exercises at least twice a day.

Counting, which is not specially prescribed for the thirteenth class, from one to one hundred; relations and combinations of numbers up to ten; all by means of objects, blocks, nuts, beans, etc., or the numeral frame; Roman numerals.

Drawing. — Inventive drawing may be introduced; a certain number of lines assigned, at first only two, and the scholars encouraged to combine them in as many ways as possible; set lessons in drawing, from elementary cards, or models sketched by the teacher; exercises twice a day, carefully supervised to secure right holding of pencil, right method, etc.

Singing, Morals and Manners.

Vocal Gymnastics as in thirteenth class.

Physical Exercises, do.
Writing. — Script writing will now be taught.

Oral Instruction. Thus far the object has been to awaken curiosity in the children, and lead them to observe, without much attempt at system or classification. Now a system should commence, that shall be carefully followed up through the succeeding classes. Objects are therefore to be classed under three general heads, — animal, vegetable and mineral — according to the three great kingdoms of nature. The teachers will remember that they must cultivate precision and accuracy of statement, and perfectly understand what they attempt to explain.

The course to be pursued, in this connection, is admirably detailed in some of the manuals for teachers on the subject.

In the lessons on *Domestic Animals*, treat of their general structure, relative size, covering, and what use men make of their covering; modes of defence; kinds of food, habits, teeth, etc.; and give anecdotes illustrative of their intelligence, sagacity, cunning, affections, etc.

Colors are now to be taken up; and the subject is of so great practical importance, that the lessons must be carefully and discriminatingly given. Everybody has to do with colors in some or other ways; and because so little instruction is usually given to children on the subject, very few persons can accurately distinguish shades of color, and appropriately name them. The Primary Colors are red, blue and yellow. The teacher must be sure to have the true prismatic shades as models, and teach the scholars to discriminate accurately. In various and constantly occurring ways, this subject may be illustrated. Flowers may be brought and compared, pieces of cloth, etc.

Reading and Spelling. The scholars should be required to hold their books properly; taught to point out and explain *title page*, *table of contents*, *leaves*, etc., everything that goes to make up a book. In preparing exercises in spelling, it is very important that the scholars should hear the words first pronounced by the teacher, so that the true pronunciation shall be the only one to be impressed on their minds.

Numbers are now to be begun upon; and the teachers should remember always that the relations of numbers are very difficult to be comprehended by a child. Therefore let every step be illustrated, according to the "Course of Study," in various ways. Let the scholar's apprehension be frequently tested, and if he do not understand the lesson, let the teacher patiently illustrate it again. The teachers are referred to the elementary treatises spoken of, for detailed suggestions on this head.

Verses and Maxims may be taught to scholars of this grade and the exercise will form both a pastime and a source of improvement.

ELEVENTH CLASS.

Oral Instruction. — Wild animals; trees or flowers; secondary colors; divisions of time; review of previous oral instruction.

Reading and Spelling. — First Reader finished and reviewed; Second Reader to 31st lesson; spelling by letters and sounds in reading lessons, and to 31st page of the Speller; frequent exercises in speaking words at *instant sight*, from cards, blackboard or book; questions on the meaning of what is read.

Drawing and Writing. — These exercises to be progressively continued; words selected from the reading lessons to be framed into other sentences, so as to confirm the scholars in a true idea of their meaning; other simple exercises in composition.

Singing, Morals and Manners, Physical exercises, Vocal gymnastics, Verses and Maxims.

Length of time and alternation and frequency of exercises as in previous class.

Oral Instruction. Only the better known wild animals should be treated of, such as the elephant, camel, deer, bear, tiger, fox, rabbit, owl, whale, shark, alligator. The points to be considered are partly identical with what has been taught about domestic animals. Resemblances and contrasts to domestic animals should be traced; and anecdotes related as before.

Secondary colors. These are violet, indigo, green and orange. The first two are composed of red and blue: the third of yellow and blue and the last of red and yellow. The suggestions on the subject given in the tenth class are applicable here.

Trees and flowers. If trees are treated of, such trees should be selected as the children have the opportunity of seeing and of studying. The difference should be exemplified between an oak, a maple, an elm, a pine, &c. Their structure, method of growth, uses of the bark, leaves, roots, etc., should be explained. If flowers are treated of, the common garden or house plants should be selected.

Reading. Some words from each reading lesson are prefixed to the lesson, with what profess to be definitions attached. The teachers of this class and all the Primary classes must remember that the meaning of the defining word is likely to be just as mysterious to the scholars as that of the word defined. It is therefore an unintelligent and objectionable course to impose these definitions to be learned, unless they have first been themselves clearly explained. Even then, the explanation is likely to be better for the scholars than the text book definition.

Spelling. Let the children spell common words, not in the lesson, as an occasional exercise; also their own names; the name of the city; state; days of the week; months of the year.

Numbers. The children should be taught to construct their own addition tables by the use of the slate and pencil, a great variety of exercises being introduced.

There may also be exercises in reading and writing Roman numerals to one hundred, forward, backward and irregularly.

TENTH CLASS.

Oral Instruction. — General classification of animals; qualities, characteristics and use of objects; contrasts of qualities in different objects; tints and shades; lines and angles.

Reading and Spelling. — Second Reader completed and reviewed; spelling, by letters and sounds, from the reading lessons and to page 45 of the Speller; careful attention to enunciation, pronunciation, illustrations and definitions; the use of capitals.

Drawing, Writing. — Progressive exercises as before; systematic attention to writing simple compositions.

Numbers. — The tables completed and reviewed; numeration through four places; simple problems in mental and written arithmetic, occasionally; exercises in ready reckoning, and in adding and subtracting series of numbers.

Physical exercises, Vocal gymnastics, Singing, Morals and Manners, Verses and Maxims.

The length and alternation of recitations and exercises much the same as in previous classes.

Oral Instruction. It is desirable, by this time, that the scholars should be taught to classify the animals about which they have learned, and here is introduced the general classification into beasts, birds, fishes, insects and reptiles. The subject suggests its own treatment to every active mind.

Color. The primary and secondary colors have been treated of. We now come to their tints and shades. The method of teaching will be much as before, great care being taken to discriminate accurately in assigning the appropriate names to samples, and arranging the samples, first with reference to the natural order of colors, secondly with reference to complementary colors. Harmonies and discords of color should be pointed out.

Qualities, etc. This introduces a very prolific field of instruction. Visible objects are infinitely diversified both as to number and qualities; and their uses are correspondingly various. The teacher must select, not at random, but so as to combine the most interest with the most instruction. The Manuals on Object Teaching give much information as to both methods and materials for such instruction; and to them the teacher is referred for details.

Lines and Angles. The subject of Geometry is here introduced. The lines and linear figures that the little ones have been drawing hitherto without much, if any, system, are now to be scientifically combined. Definitions must be made clear, concise and truthful. The meaning of the terms, *straight, curved, crooked, horizontal, vertical, oblique*, etc., as applied to lines, and *acute, obtuse* and *right*, as applied to angles, must be clearly impressed on the scholars' minds through many illustrations. The distinction between the words *vertical* and *perpendicular* must be defined and illustrated. A vertical line is perpendicular only to the horizon, and can have only one direction, and that is towards the zenith. A perpendicular line may be either vertical, horizontal or oblique,

if it form a right angle with some other line. It is a perpendicular to that line.

It is held by some Educators that the mind of a child will understand Geometry sooner than it will Arithmetic. The teachers of this class will have an opportunity of putting this to the proof.

Numbers. In teaching the tables, let the general direction, page 16, be carefully observed, that their truth is to be demonstrated to the senses before they are to be imposed as tasks. Let the Multiplication and Division tables be learned together and at the same time, one being the converse of the other. Let the scholars be exercised on tables that they construct themselves, as in class eleven.

In their drawing lessons, in part, the scholars may have exercises to practice on lines and angles.

GRAMMAR GRADE.

NINTH CLASS.

Oral Instruction. — Reviews; trades, tools and materials; articles eaten and worn; plane figures; circle and its parts; abbreviations.

Reading and Spelling. — Third Reader; frequent exercises in enunciating difficult combinations of consonants; spelling to page 53 of the Speller.

Drawing. — The exercises in this branch should be in uniform progression from class to class. Drawing cards should be used as studies, adapted to the stage of advancement, or what is better, sketches by the teacher on the blackboard, so that the scholars may first see every stroke of the crayon in their formation; map drawing.

Writing. — Pen and ink will now begin to be used; see general directions under the head of "Writing;" Compositions.

Arithmetic. — Written Arithmetic begun and carried through division; numeration of decimals to be taught simultaneously with numeration of integers; in teaching the four fundamental rules, decimals to be combined with whole numbers, the instruction to be chiefly oral, and only to embrace the most important particulars; in the text book, what is included between page 150 and page 159, Art. 238, to be joined with what is included between page 9 and page 56; omit articles 50, 61, 62; omit all examples more than enough to give a clear intelligence of the application of principles; frequent applications and illustrations other than those in the text book; exercises in adding, subtracting, multiplying and dividing series of numbers; ready reckoning.

Geography.—Primary Geography to South America, with map drawing.

Singing; Morals and Manners; Vocal gymnastics; Physical exercises.

Distribution of time. — The aggregate time per week, to be given to each study and exercise should be in general, as follows: Oral instruction, 2 hours; Reading, 5 1-2 hours; Spelling, 4 hours; Arithmetic, 4 1-2 hours; Geography, 3 hours; Singing, 1 hour; Writing, 1 1-2 hours; Drawing, 1 1-2 hours; Compositions, 2 hours; Vocal and Physical exercises, three or four minutes at a time, several times a day.

Trades, tools and materials. Such trades as are connected with the absolute necessities of life should, for evident reasons, be first considered. Of such are the trades of the printer, the carpenter, the mason, the painter, the shoemaker, the tailor, the milliner, the farmer, the miller, the baker, &c. Inquiries may be made of the children as to the trades which their parents may follow, and immediate interest be thus thrown around the lessons. The names and uses of the most prominent tools employed by each tradesman, and the materials wrought upon, with the articles to be manufactured should be called for.

Articles eaten and worn. This theme suggests for itself the appropriate method of treating it. The more common articles are first to be taken up; then the less common and luxurious. Foreign should be carefully distinguished from home products, and the children should have maps before them to find the places whence the articles are brought. By this their knowledge of geography will be increased in an interesting way. The points about the growth and preparation for the table of articles of food, and processes of manufacture of articles of apparel; the different kinds of food and clothing suited to warm and cold climates; the kinds of animals best fitted to our own wants, for supplying food and clothing; the articles raised and manufactured at home, that are sold in exchange for foreign articles; these and kindred topics should be systematically and discriminatingly taught. The limits of the different topics may be as follows: *of food*, different kinds of breadstuffs, how grown and prepared; butter and cheese; ordinary meats; condiments, salt, pepper, nutmeg, etc.; sugars of different kinds, and how made; tea, coffee and chocolate; table fruits; *of apparel*, take up five articles each made of wool, of cotton and of silk; difference between cotton and linen; between common flannels and dressed woolen goods; between muslin and calico; different modes of coloring fabrics; what articles are made from leather and how leather is manufactured; what articles are made of hair; what of fur; and how hair and fur are prepared for use.

Plane figures, the circle and its parts. This is geometry extended from the tenth class. The following figures should be described: equilateral, isosceles, scalene and right angled triangles; rectangles: the rhombus and the trapezium; the circle, circumference, arc, diameter, radius, chord, segment, sector, semi-circle and quadrant.

Drawing. The attainments already made by the scholars must be ascertained, the course previously pursued with them inquired into, and their lessons taken up at the point which they have reached. Map drawing will be connected with the lessons in Geography, but can in part take the place of other subjects.

Arithmetic. The scholars are now to begin regular lessons from a text book; and a new field of exertion will open before them, that demands some preliminary suggestions. And the first thing to be said is, that the *definitions* that may be encountered are to be committed to memory, after having been clearly explained and understood; but the

rules need not be committed to memory. If they *are* required to be memorized, it must be on the ground, not that they are methods by which to perform operations, but only a concise way of stating those operations. The rule, therefore, is *never* to be memorized, *until after the principle has been elucidated, and explained.* And in all cases, throughout all the classes of every grade, as a general rule, if a scholar is able to elucidate and exemplify a *principle* that he may be taken up on, it shall not be rated as a defect that he is not also able to repeat the given *rule.*

Mental Arithmetic, as a text book study, is not prescribed for this class. But the philosophy of the subject, viz.: the logical statement and analysis orally, of questions and problems in accordance with the principles of the science, may be judiciously associated with slate arithmetic, from the beginning. The teacher may allow the scholars to invent formulæ, never forgetting that the chief object is to teach correct reasoning, rather than to get correct answers.

It will be seen by the course of study for this class, that the notation and numeration of decimals are to be joined with the same operations upon integers. For the mind of the scholar can just as readily embrace the idea of diminution by tenths and hundredths, as of increase by tens and hundreds. And there is economy of time and trouble in such a course.

Geography. This study is now to be begun. Let the remarks under this head in the "General Directions" be carefully read and applied. The subject should be taught by topics, the text book used with great caution, and oral lessons always precede the formal lessons. Nothing should be required to be memorized that is not worth remembering; and details, comparatively insignificant, are not to be emphasized, as if of equal importance with great general truths.

Morals and Manners, Physical Exercises, Vocal Gymnastics, Singing. Attention is directed to the remarks on these subjects already made in other connections. No one of them is to be neglected in any wise, but all are to be carried progressively and systematically forward.

Distribution of time. The allotment of time between the various studies prescribed for this class will be found to vary from the practice to which some teachers have been accustomed, and which they may think indispensable. But it has been graduated by a careful comparison of the values of the studies and the corresponding demands on the teacher's time. It has been altogether too customary to measure the demands of a study by the amount of matter contained in the text book, thus putting our scholars under the volition of the book-makers and making the text books our masters. But every teacher should develop a power to teach independently of the text books, if desirable; and assurance is given that the range of expectation and examination shall be coincident with the prescribed limits of study.

EIGHTH CLASS.

Oral Instruction. — Reviews; rectangular and spherical solids; kinds and properties of matter; laws of motion; National and State coat of arms; historical sketches, Columbus, King Philip, Samuel Adams, Patrick Henry, Washington, Franklin.

Reading and Spelling. — Intermediate Reader; Text book of History; with close attention to enunciation, pronunciation, definitions, historic and other allusions; style; imagery; spelling to page 80 in the Speller and review; elements of Grammar orally; parts of speech, and their uses.

Drawing. — Exercises in connection with oral lessons on Geometry; with map drawing; progressive practice in drawing from cards, representing animals, simple scenes, etc., with reference to securing skill in sketching from nature.

Writing. —

Arithmetic. — To percentage, page 171; perform addition, subtraction and division of fractions by reducing them to a common denominator before performing the operations; omit articles 79 to 105, inclusive; 118, 119, 123, 124, 146, 147, 190, 191, 192; from page 145 to page 149 inclusive; articles 206, 210, 211, 212, 241, 242, 243, 248, 249, 250, 251; take from page 56 to 123 in connection with what is included between articles 238 and 248; in other words, combine the reduction of compound numbers with that of whole numbers, decimals and common fractions; ready reckoning; exercises in combining series of numbers.

Geography. — Finish Primary Geography; map drawing.

Compositions, Declamations and Recitations.

Singing, Physical Exercises, Vocal gymnastics; as before.

Morals and Manners.

Division of time much as in previous class.

Oral Instruction. The reviews of oral course in previous classes, while general, should be systematic and thorough; for much of the subsequent teaching throughout the grades, depends on principles supposed to have been already mastered. The new geometric lessons may embrace the sphere, the cylinder and the cone; the prism, the pyramid, the cube and parallelopiped; and will conclude the subject in this grade.

The National Flag. Teach its history, design, and significance.

National and State Coats of Arms. Confine to the Coat of Arms of the United States and the State of Massachusetts, and teach their form, design and meaning.

Kinds and properties of matter. Define and illustrate the three general classes of matter, viz.: solids, liquids and gases, with their essential properties, such as extension, impenetrability, gravity, divisibility, elasticity, etc. Inertia should be fully discussed, and its laws understood.

Laws of Motion. Attention should be given mainly to the laws of falling bodies; to the effects produced on the motion of bodies acted on by more than a single force; to the centripetal and centrifugal forces; and to various instances of resultant motion found in such cases as swimming, flying, sailing a boat, flying a kite, rowing, etc.

Historical sketches. The personal as well as public history of many

prominent characters will be brought forward in connection with various studies, such as History, Geography, and the reading lessons. But it is desirable to select a few of the most noted representative persons to whom reference is constantly occurring in literature, and familiarize the scholars with the leading events of their lives, and causes of their prominence. Of course extended notices are not desirable. Only such points as are likely to inhere in the minds of the scholars and lead them to seek further information, such as when and where born, early advantages, anecdotes of personal history, traits worthy of imitation, etc., should be dwelt upon.

Map drawing. These lessons may be made interesting and a high measure of accuracy attained, by a series of preliminary exercises, such as, 1. Representation of familiar surfaces, with objects on them, such as the school-room and play-ground. 2. Representation of mountains; do. of rivers; do. of coast lines. 3. Representation of the sphere, with meridians, parallels and circles, to lead to ease in drawing curved lines.

These exercises should be repeated until a good degree of accuracy and rapidity has been secured.

Arithmetic. It is repeated here, because of the great importance of the truth, that the greatest difficulty in the path of a scholar is, to acquire facility in the applications of principles learned, *to examples varied from those given in the text book.* Examples, therefore, should constantly be given that embrace a great variety of form while involving the principle that is under consideration. Thus let the scholars be taught to forget formulas and lay fast hold of principles. They should always have credit for correct reasoning even although their answers may be wrong. It is far better to have a wrong answer with correct reasoning, than a right answer with no power to reason at all.

Geography. Let careful heed be given to the directions and suggestions already set forth on this subject. Better to throw the text book away than to be slavishly tied down to it. Associate the history of places with their location on the map. Call in the aid of association all throughout, by naming the products and staple commodities of the several states, as well as their history; their remarkable curiosities, high mountains, manufactories, etc.

SEVENTH CLASS.

Oral Instruction. — Metals and minerals; air; water; respiration, circulation, digestion; National and State Governments; historical sketches; Lincoln, Grant, Sherman, Sheridan.

Reading and Spelling. — Intermediate Reader; Text book of History; Spelling to page 90 and review; Grammar orally, inflection of nouns and comparison of adjectives.

Arithmetic. — Operations in Compound Numbers, from page 123 to page 150, in connection with what is included between pages 171 and 187, and there close; review; ready reckoning; exercises in combining series of numbers.

Geography. — Colton's, to Europe; map drawing; physical geography connected with descriptive; special attention to the commercial relations of one country with another.

History. — To the Revolution.

Drawing. — Progressive practice.

Compositions, declamations and recitations; singing; morals and manners.

Vocal gymnastics, physical exercises.

Distribution of time. — Oral Instruction, 2 hours per week; Reading, 5 hours; Spelling, 3 hours; Arithmetic, 4 hours; Geography, 3 hours; Singing, 1 hour; Compositions, declamations and recitations, 2 hours; History, 3 hours; Drawing, 1 hour; Vocal and Physical exercises, 1 hour; Writing, 1 hour.

Oral Instruction. Let it ever be remembered that if the true end of these lessons be lost sight of, the results will be disappointing in the extreme. If the teacher consume the time in merely *lecturing* the class, they passively receiving what may be said, they will remember little or nothing. Every point should be so presented as to draw out the scholars' minds. What they have learned already, by observation or inquiry, should first be required. Then the teacher should correct what has been erroneous in their statements, and give such information as they have failed to present. And in all cases, not only in connection with the oral lessons, but with the lessons in every branch, the language of the scholar should be preferred to the formal and studied expression of the scientific treatises. Every effort should be made to improve the language of the child, but it should be his own language, and not the language of another.

Metals and Minerals. The topics treated of may follow this direction: difference between a metal and a mineral; precious metals; useful metals; heaviest; most useful; which a fluid; object lessons on metals and their compounds, and the more common kinds of minerals.

Air and Water. Treat of their component elements; proportion of oxygen and nitrogen in the air; relation of oxygen to life; to combustion. Properties of nitrogen and hydrogen.

Perform some simple experiments illustrating the pressure of the air. Treat of the common properties and use of water; the distinction between hard and soft water; ocean water.

In lessons on the above subjects, and in future lessons on similar topics, it will be very important to illustrate the uses of woods, metals,

elements, etc., in connection with the common things of every day life. Then gradually, the most of the instruments and processes pertaining to household and ordinary business affairs will be passed in review. Thus in connection with the lesson on air, gases may be spoken of, and the use of carbonic acid in charging soda fountains, raising bread, etc.; in treating of heat, combustion may be spoken of, and the nature and ascent of smoke explained; when the uses of water are considered, the steam engine may be described and explained; the difference between a locomotive and stationary engine, between paddle wheels and propellers, etc., etc.

Respiration, Circulation and Digestion. The chief parts of the body have been already learned; and if reviews of lessons given in previous classes have been properly followed up, the scholars are familiar with the general structure of the body so as to be ready for farther advances in physiology. Special attention will now be given to the organs of respiration, circulation and digestion; and the teacher will treat specifically, of the structure and offices of the lungs; their capacity, exercises for their healthy development; respiration; obstructed action; process of purifying the blood; carbonic acid of the breath, how formed, its amount, composition, weight, and relation to life; with illustrative experiments; speak of burning charcoal in a close room; ventilation. The teacher will treat of the structure and offices of the heart, together with the arterial and venous systems; and of the structure and offices of the stomach, mastication, the teeth, saliva, digestion, chyme, chyle, nutrition; impurities; waste of the system, how repaired, proper and improper food, eating too much, too fast, too often, late in the evening, irregularity of meals; dyspepsia.

National and State Governments. The National Government will be fully considered at a later period, when the Constitution is the subject of study. But it is well at this point to review some of its leading features in connection and comparison with those of the State. Let the latter be clearly presented and understood.

Reading. This exercise should now begin to rise above the plane of mere practice in elocution, definitions and the study of language, into that of the simpler elements of rhetoric. The figures of speech that may be found in the reading lessons should sometimes be examined and analyzed; varieties and contrasts of style pointed out, and an attempt made to beget an interest in literature of a pure and elevating kind. Committing to memory choice gems of prose or poetry and reciting them, is highly recommended for every class of the Grammar grade.

Compositions. This essential branch of study must be followed up systematically and critically. Nothing so useful can supply its place. The scholars by this time, should be able to write a letter in a creditable manner, the date, name of the person written to, name of writer, all properly placed, the chirography even and well formed, the capitalization correct, and the letter folded, enclosed and superscribed neatly and correctly. They should have acquired much facility also in writing

impromptu compositions on any given subject. Formal and elaborate compositions of considerable length must not yet be exacted.

SIXTH CLASS.

Oral Instruction. — Mechanical powers; electricity and magnetism; sound; light; heat; historical sketches, Alfred, Elizabeth, Shakspeare, Milton, Napoleon the Great, Jefferson, Webster, Calhoun, Clay; Physiology completed.

Reading and Spelling. — Fourth Reader concluded; Fifth Reader to 100th page; Text book of History; finish the Speller and review.

Grammar. — To the verb.

Arithmetic. — To Exchange, 230 page, and review; omit articles 276, 277, 279, 280; and from 308 to 318; exercises as before; Mental Arithmetic begun.

Geography. — To Africa; map drawing from memory.

Writing. — This may be made an exercise in book-keeping with such scholars as desire it.

History. — To the Constitution, and review.

Compositions, recitations, declamations, abstracts and *written reviews.*

Morals and manners, singing, vocal and physical exercises.

Oral instruction. The Mechanical Powers offer a very interesting field for instruction. Let the illustrations be drawn from as familiar sources as possible, and the scholars enticed to exercise their own minds freely; treat of Gravity, its relations to force and motion; also of perpetual motion, and why it is impossible.

Electricity and Magnetism. Illustrate the production of Electricity, and properties of attraction and repulsion, by simple experiments, with a piece of silk, woolen cloth, etc. Treat of conductors and nonconductors, lightning and lightning conductors, Franklin's kite; properties of the magnet; magnetic needle, mariner's compass, horseshoe magnet, telegraph. Explain the latter fully.

There are numberless simple experiments to illustrate these themes; such as the flying apart of the hair when combed briskly in cold weather; the effects of water in making it smooth; the effects of magnetism as shown in magnetic toys, (swimming fish, etc.) The experiments should be performed generally *first*, and then the lesson drawn from the phenomena exhibited. *What is done*, in this stage of advancement, is more important than scientific theories on the subject.

Sound. Illustrate its production by a stretched cord or other vibrating body. Treat of the following points: action of sound on the ear; high and low sounds, how produced; relation of the air to sound; velocity of sound; thunder; the human voice; varieties of the human voice; name twenty different kinds of sound; echoes; whispering gallery; ear trumpet; musical instruments; bells.

Light. Treat of luminous bodies; velocity of light; difference between the light of the sun and that of the moon; laws of reflection; mirrors; refraction; (experiment — a piece of money in a bowl of water;) action of the microscope and telescope; solar spectrum; rain-

bow; structure and action of the eye; dangers to the eye, from excessive use, bad light and fine print; how cats and other animals see in the night; cause of color; twilight.

Heat. Explain and apply the principles of the following topics and illustrate them as far as practicable. Sources of heat; sensations of heat and cold; burning glasses; good and poor conductors; clothing; structure of ice houses; contraction and expansion; putting tire on wheel; fire bellows; thermometer; glass cracked by hot water; why clocks go faster in cold weather than warm; how to regulate a pendulum clock when it gains or loses time; freezing water; heat absorbed by change from solid to liquid state; freezing mixture of salt and ice; cooling a heated room by sprinkling water on the floor; boiling water; steam and its force; flame, how produced; carbon; wick of candle, why not consumed; use of glass chimney to a lamp; gas for lighting houses; use of blower in kindling a fire; action of a chimney; advantages and disadvantages of stoves, as compared with the old fashioned fireplaces.

Geography. Let the teachers be careful not to fall into a lifeless routine method of text-book question and answer, but to teach mainly by topics, used in various and interesting ways.

Arithmetic. Nothing has been expressly said thus far in this Manual, about the use of the blackboard. But the value set on this instrumentality by the school authorities might have been gathered from the frequent directions involving its use. It is indispensable to a well ordered school. There are numberless occasions, in connection with various studies, especially with arithmetic, when the inspiration and success of the lesson depend on the class lining the room at work on the blackboard. It is a bad sign as to the methods pursued in a class, when the blackboards are wholly or mainly occupied with drawings and verses, thus indicating that they are not valued and used as helps to recitation. These remarks are applicable to all the classes throughout.

Grammar. This is now to be taken up as a text book study for the first time. It is not desirable that the niceties of criticism, which make up the chief part of the text book, should receive attention. For correctness in speaking and writing is acquired more from practice, and the reading of pure, elegant models, than from the knowledge of rules, and the chief part of the time of Grammar scholars must be devoted to those studies that will yield practical fruits. The chief principles of construction and syntax are all that are necessary, and it is especially enjoined not to waste time in memorizing the definitions and rules of the text book when what they attempt to express is really understood.

Compositions. The scholars are now becoming old enough to extend the range of their exercises in this important branch; and every practicable device must be instituted to test and enlarge their knowledge of language, through its instrumentality.

FIFTH CLASS.

Oral Instruction. — Geology, meteorology, astronomy; historical sketches; Demosthenes, Socrates, Julius Cæsar, Cicero, Mohammed, Peter the Great; Babylon, Nineveh, Herculaneum and Pompeii, Rome, Jerusalem, Athens.

Compositions, declamations, abstracts, written reviews.

Reading and Spelling. — Fifth Reader finished; analysis of derivative and compound words, with meaning and use of the more common prefixes and affixes; reviews and test exercises in spelling.

Grammar, — completed; parsing from reading book.

Geography, — completed and reviewed; physical geography specially considered; use of globes.

History. — Text book completed, and reviewed.

Arithmetic. — To Involution, page 264 and review; include from articles 308 to 318 inclusive; ratio, simple and compound proportion, profit and loss, each by analysis only; mental arithmetic; ready reckoning; exercises in combining series of numbers.

Writing. — The elements of book-keeping embraced in this exercise, if desired.

Singing, drawing, vocal and physical exercises, morals and manners.

Oral Instruction. Only the elements of the sciences named under this head are to be treated of; as for instance, a few lessons on the geological formation of the United States, and especially of Massachusetts; coal fields; mineral ores; fossiliferous rocks. A few lessons on the earth and its motions; change of seasons; difference in the length of days and nights at different seasons of the year; length of longest day at the equator; at the tropics; at the polar circles; at the poles; tides; solar system; the sun, its office, distance, magnitude, spots; the moon, its size, distance, different phases; eclipses of sun and moon; planets; their relative size, and satellites; comets; fixed stars. A few lessons on winds, clouds, fogs, dew, frost, rain, snow, hail, ice.

Geography. The scholars should be instructed in the use of the terrestrial globe so as to be able to solve such problems as these: to find the length of a degree of longitude at any given latitude; to find the hours of sunrise and sunset, and the length of day and night at a given place on a given day; to find how long the sun shines without setting, at any given place in the north frigid zone, and how long it is invisible, etc.

But few explicit directions are given in relation to the fifth class. For most of the work that they are to accomplish is by way of review, and attention to those broader and higher relations of study, which cannot be strictly defined and regulated. Much in the control of the studies of this class must be left to the discretion of the teachers. But enough has been already said throughout this Manual, to impart clear conceptions of what should be the inspirations of the school-room, and what are the grand results to be attained.

FINAL REMARKS.

This Manual closes at this point for the present, as the School Committe are not yet prepared to put their views of the work of the High School into explicit form.

The directions that have been made, it must be understood, are not intended to limit and hamper the teachers. The design is to establish a uniform *minimum* of attainments, so that one class may be readily compared with any other of the same rank, and the teachers may realize the existence of a well understood system, that is to organize all their labors. Beyond securing these ends, the teachers may make the course of study as elastic and comprehensive as may be pleasant and practicable.

Every teacher should have, posted up in the school-room, an established order of exercises for each day in the week, assigning a definite time for the beginning and ending of each exercise, together with the times for and topics of *study*, as well as *recitations*.

It is a grave charge against our Common School System, that its rigid classification and methods tend to repress all genius and special aptitudes, and reduce the scholars to a dead level of effort and culture, destructive of the best offices of the mind. It is believed that the modifications of the prevalent methods introduced by this Manual will enable the teachers to develop and foster, to some degree, marked aptitudes of mind, so that they can indicate to parents what occupations will be best adapted to their children in after life. This point is seriously urged on the attention of the teachers. Let scholars moreover, be put forward from class to class as fast as their attainments and capacity will justify it, none who are fit for advancement being kept back because their class, as a whole, do not keep pace with them. And in this connection, it is enjoined, that where a scholar manifests an evident mental incapacity for average attainment in any particular study, it shall be taken

into reasonable consideration in making up the estimates of scholarship.

It has been explicitly and repeatedly stated that improper habits of speech are not often corrected by means of a knowledge of grammatical rules, but rather through attention to the forms in use in good society, and to pure and elegant models in literature. Let this fact have its due influence. *Habits are to be corrected, not rules learned.* There is a method so excellent for the reformation of bad habits in the use of language, that it is here expressly prescribed. Let the scholars be instructed to take note of all mistakes or inelegancies of speech that they may notice in their teachers, companions, friends, etc., and at stated times let their records form the subject of conversation and counsel.

Attention has been called to the fact that the formal verbal definitions in the school books most frequently only substitute one unintelligible word for another. Let the teachers of every grade make application of the remarks on this head. Let them remember that they are to explain words by talking over the substance of the sentences in which they occur, in language that shall be familiar and intelligible to the scholars.

TEXT BOOKS REFERRED TO IN THIS MANUAL. — Sargent's Readers; Walton's Arithmetic; Colton's Geographies; Kerl's Grammar; Lossing's History of the United States.

CITY DOCUMENTS.

MAYOR'S ADDRESS

TO THE

CITY COUNCIL;

CITY GOVERNMENT;

AND

REPORTS OF COMMITTEES,

COMPRISING

THE FINANCE, STATE AID, ENGINEERS' OF THE FIRE DEPARTMENT, OVERSEERS' OF POOR, CITY MARSHAL'S, CAPTAIN OF THE CITY WATCH, FREE PUBLIC LIBRARY, SCHOOL, AND HEALTH OFFICER.

FOR THE YEAR 1866-7.

NEW BEDFORD:

FESSENDEN & BAKER, PRINTERS TO THE CITY.

1867.

INAUGURAL ADDRESS

OF

JOHN H. PERRY,

MAYOR,

TO THE

City Council of New Bedford,

DELIVERED BEFORE THE TWO BRANCHES IN CONVENTION,

JANUARY 7, 1867.

PRINTED BY ORDER OF THE CITY COUNCIL

NEW BEDFORD:

FESSENDEN & BAKER, PRINTERS TO THE CITY.

1867.

ADDRESS.

Gentlemen of the Board of Aldermen and Common Council:

In compliance with the requirements of the City Ordinances you are here convened for the purpose of inaugurating the Municipal Government for the present year. Not called here by any party or political organization, but with the unanimous consent of your fellow citizens, you are the more free to meet every question that may arise, to perform every duty that may devolve upon you in your various positions, strictly in accordance with the solemn obligations you have at this time taken upon yourselves, fearlessly and impartially, ever having due regard for the best interest of our city. Let us enter upon our work as servants of the people, fully determined to act faithfully, promptly, and conscientiously.

INTRODUCTION OF WATER.

As stated in my address one year ago, the City Council had ordered the introduction of a supply of pure water for manufacturing purposes in the lower portion of the city, and had appointed Commissioners to carry into effect that portion of the work. I am satisfied the gentlemen so appointed have acted cautiously, wisely, and for the best interest of the city. The high cost of materials, in fact the utter impossibility of obtaining the requisite quantities, has caused unavoidable delay in its construction. I am happy to say that arrangements are now perfected that will allow of its speedy completion. The Commissioners have since been authorized and empowered to cause its general distribution throughout

the city, and to make contracts for the same, when in their judgment it may seem for the best interest of the public. Feeling that the matter is in able and honorable hands, I trust we may have no cause to regret the course that has been taken in authorizing the project.

THE ALMSHOUSE AND POOR.

From a communication from the Secretary of the Board of Overseers of the Poor, I learn that the average number of inmates at the Almshouse the past year is 61; families relieved not in the Almshouse 420, comprising 1239 persons. Some of this relief has been furnished to families belonging to other portions of the State, from whom we shall receive the amount expended. Again, a large amount has been furnished to families and persons who have no settlement in the State, but were in needy circumstances, for which outlay we can have no other return than the feeling that we have been the means of relieving the destitute. The poor are always with us. The aged and infirm who are so unfortunate as to have no means of support should have timely and efficient care, and provision should be made to render them as comfortable as their condition will allow.

STREETS AND HIGHWAYS.

The Highway and Street Department always requires a large outlay. The past year much expense has been laid out on the roads leading from the centre of the city to the utmost limits of our boundaries. The road extending north to the line of Freetown has been put in thorough repair, as so with all other roads in that section of our territory.

Many of our streets have been heavily gravelled, and several of our east and west streets have been newly paved. Some of the sidewalks in our most public streets have been newly flagged, and quite an amount of repairs has been done in the other portions of our city.

The road across Clark's Cove has again been badly dam-

aged, and is liable to be made impassable by any heavy southerly storm. I would recommend to the Committee on Roads, Bridges, Main Drains and Common Sewers, the practicability of constructing a road more distant from the tide water.

My experience in repairs of streets and highways is not very extensive, but I would venture to say, that the method that has been heretofore pursued of gravelling, is but a temporary and short lived improvement. I would suggest a method more permanent, and one which in the course of time will prove more economical, particularly on our north and south streets, the system of Macadamizing. Many cities have procured a machine to crush the stone for this purpose, which very much reduces its expense. I would recommend the proper committee to give the matter early attention.

A portion of our citizens in the northern section of the city, have given legal notice that they intend to petition the Legislature to be set off as a separate town. The matter will have due attention at the proper time.

THE PUBLIC SCHOOLS.

The annual report of the committee in whose immediate and special charge the public schools of the city are placed, together with the able and exhaustive report of the Superindent, furnishes full information as to the present condition and future needs of those schools. Instead of presenting here any of the valuable suggestions and recommendations they make, I regard it the wiser course to commend them to your careful perusal and thoughtful consideration, with the earnest hope that both may be given.

I cannot but express regret that reports, embodying so much information upon a subject of such vital concernment to the character and prosperity of the city, have hitherto received so little attention; and I now urge that you gentlemen of the Council, and every taxpayer of the city, should as a

matter of plain duty and of self-interest, become familiar with the facts stated and the suggestions offered in these reports. Until this is done, however efficient the School Committee and however faithful and devoted to duty the Superintendent, the public schools cannot accomplish the good they are designed to effect.

While the management of the schools is confided to a separate and distinct Board, the duty of providing means for their maintenance and improvement devolves upon the City Council. In rightly deciding what appropriations should be made, you will be essentially aided by the views of the School Committee as to the necessities of the schools. Thus far a wise liberality, which is the truest economy, has been manifested in appropriating money for their support, and I am confident that this year all the material aid, required to improve the character and increase the efficiency of the public schools of our city, will be cheerfully rendered.

THE PUBLIC HEALTH.

Early in the year, in accordance with the views expressed by me in my inaugural address, measures were taken for a thorough inspection of the city, for the purpose of ascertaining its true sanitary condition, and to provide prompt and efficient remedies for any evils which might be found to exist detrimental to the public health. Under the advice and direction of the Board of Health, an address was issued by me, in which the importance of the subject was set forth, and every citizen was called upon to unite with the municipal authorities in the effort to remove any nuisance, and suspend or modify every dangerous or justly offensive operation. The measure was timely and effective. Distributed throughout the city, the address aroused public attention and set in motion the movement which resulted in giving to our city a position of safety and comfort, in a sanitary point of view, beyond what had been experienced for many years.

The appointment of a Health Officer with authority to carry into effect the decisions of the Board of Health, to receive and register the complaints of the inhabitants, to ascertain by personal inspection the condition of all parts of the city, its dwellings, inclosures, work-shops and manufactories, and put in force the law when other means for the removal of ascertained nuisances should fail, was a measure attended with the most salutary results, and one which has given the highest satisfaction to the people. The report of the officer affords conclusive evidence of the wisdom of the appointment, and of the faithful manner in which its duties have been discharged. The expense with which the measure has been attended is trifling, compared with its beneficial results, and I am decidedly of the opinion that the arrangement should be regarded as permanent in its character.

How far the public measures, which have been in operation to preserve the health of the city, have aided in producing, during the year, a degree of freedom from disease rarely experienced among us, no one can determine. All are assured that in this way, and in this way alone can we secure to ourselves the invaluable blessing of a wholesome atmosphere, in the absence of which, no effort for the preservation of the health of the people can be availing. There should be no relaxation of the determination under which the authorities of the city have acted the past year in this important matter. Not cholera alone, but all other diseases which are born of, and nourished by, an atmosphere loaded with the exhalations of filthy accumulations, may be avoided, if the laws of health and the laws of the land are regarded and enforced.

THE PUBLIC LIBRARY.

This institution is so firmly established in the favor of the people of our city, that no special notice or recommendation is needed from me to insure for it, from our hands, all the attention which its maintenance and increase demand. From

the report of those who have been charged with the trust of its management, you will learn the details of its position and progress. During no year of its existence have there been stronger indications of the interest with which it is regarded by our inhabitants. The number of visitors to the rooms, and the number of takers of the books, have never been exceeded. Not only those who are seeking, but those whose desire is to impart knowledge, have shown, during the year, how strong is the hold which the institution has taken upon the public mind. The donations have been numerous and valuable,—and I regard it my duty thus publicly, on behalf of my fellow citizens, to thank those who have thus enriched our collection.

THE FIRE DEPARTMENT.

Of the Fire Department I cannot speak in too high terms of praise. It is most thoroughly organized and in very efficient condition. All connected therewith seem to work together in perfect harmony, having in view but one object —the preservation of our city from conflagration.

While many cities have suffered most severely during the past year, we have been most fortunately and providentially spared from any severe losses.

The force consists of four first-class steam fire-engines. Several hand engines are still kept in reserve for any emergency that may occur.

I would recommend the proper committee to give early and earnest attention to the adoption of a system of fire alarm.

COLLECTION OF TAXES.

From the statement of the Collector of Taxes, I learn the gratifying fact, that of the assessments of the last year, there remain unpaid but nine thousand dollars. While the amount of the tax for the year 1866 was greater, the balance uncollected at its close is less than for any previous year.

Ninety-seven per cent. of the tax for 1866, the amount of which was $340,382.05 has been paid. The assessment for 1865 was $334,487.20. Of this there had been paid on the first day of January, 1866, ninety-six per cent., leaving unpaid $12,000. During the past year there has been paid of previous taxes over $10,000, leaving unpaid of the assessment of 1855 but $3000. About $1000 has been collected for taxes of previous years. No care or labor has been spared by the Collector in the discharge of the duties of his office, duties always laborious and sometimes unpleasant, but which are greatly lightened by the prompt and cheerful manner in which the great majority of the tax payers of the city have responded to the requisitions of the State, County and City Governments.

CITY DEBT.

The outstanding bonds of the city have been increased during the year by the issue of one hundred thousand dollars of Water Bonds, and reduced by the payment of bonds which have fallen due, $19,650; leaving the amount of the permanent city debt at this time, $448,050. This varies but about $5000 from the amount of bonds outstanding in 1863. The Water Bonds bear interest at the rate of six per cent. The balance of the debt, $348,000 for the year 1867, bears interest at 5.26 per cent. Average rate of the whole debt 5.42 per cent.

In the issue of bonds to meet the outlay upon the Water Works, care has been taken to carry out the policy which has been uniformly followed since 1858, when the first bonds were issued. It was fixed upon as a principle of action, that every obligation issued by the city should be paid at maturity. Having this in view, the amount to be annually paid was decided upon, not so small as to carry too far into the future the final liquidation, and not so large as to increase the taxes of any year beyond an amount to be met without inconvenience.

The Water Bonds were made payable after the payment of the old debt, and mature during the years 1885 and 1889, inclusive, $20,000 each year. The annual payments from 1867 to 1884, inclusive, average the same amount.

No temporary debts exist against the city at the present time.

SPECIAL APPROPRIATIONS.

Under this head are to be included all such expenditures as have been authorized, but for which means have not been provided. They are as follow:

Appropriations for Rural Cemetery,		$5,000.00
Appropriations for the Soldiers' and Sailors' Monument,		1,800.00
Appropriation for the Water Works,	$100,000.00	
Less met by sale of bonds,	95,000.00	5,000.00
Estimate of corporation tax deducted from the aggregate of city appropriations,	27,000.00	
Less amount received from State Treasurer for said tax,	26,451.46	558.54
Amounting to the sum of		$12,358.54

In making your financial arrangements for the year, it will be for you to determine what course shall be taken to meet this amount.

I may be allowed to remark, that the present indications are, that there will remain at the close of the year, of the appropriations of 1866, a sum large enough to meet the whole amount. There is still due us from the State Treasurer, on account of the corporation tax, the sum of $840.40, which had not been collected when the remittance was made to us.

It should be borne in mind, in making our financial arrangements, that in addition to the special appropriations which I have named, provision will have to be made for the small deficiency of less than $3,000 of the appropriations of 1865, not met by the receipt of the taxes.

STATE AID LAWS.

During the year there has been paid out under the operation of the old State Aid Law, the sum of $572.15; of the amount disbursed in 1865, $19,186.50, the sum of $18,500 has been refunded; leaving $686.50 due from the Commonwealth. Under the law of April 22d, 1866, the treasurer has paid out to two hundred and nine beneficiaries, the sum of $9,916.06. A year must elapse before this money will be refunded by the State. There is no impropriety in my remarking, that no agency, which has ever devolved upon the city under the operation of State laws, has required so large an amount of labor as this. The details of this operation, which, under the general direction of the Committee on Military Relief, has been performed by the City Treasurer, will be found in the account which he has prepared in accordance with the provisions of the law for the State Auditor, and the special report which he has drawn up and presented to the Committee. This is no place for the details of this part of the operations of the City Treasury.

The new law, although it has demanded, particularly in the first operations under it, a much larger amount of labor in proportion to the number of beneficiaries, than the old, is very much like it in its methods. The recipients of the bounty of the State are paid monthly. At the close of the year a detailed account of these payments is made and forwarded to the State Auditor, and one year afterwards the sum allowed is repaid to the city. The labor, the interest upon the advances and the inevitable advances not refunded, are a contribution of the city in aid of the movement for the relief of the disabled volunteers and their dependents. The number of cases of service upon which applications have been founded is one hundred and sixty. Of these, one hundred and twenty-nine have been allowed; and although the right of appeal from the decision of the city authorities is provided for in the law, there has been no case with regard to our

city in which it has been exercised. The Treasurer in his report says: "While humanity, justice and gratitude have prompted us to extend the law to every one it intended to embrace, we have endeavored to keep clearly in view the fact that the city authorities are but the agents of the Commonwealth in the distribution of its bounty, and that our only guides in the discharge of this duty are the laws and instruction of its authorized interpreters."

THE MONUMENT.

The Soldiers' and Sailors' Monument, after much unavoidable delay has been erected. The design, its material, as also the execution of the work, are all that could be desired. When the proper surroundings are completed it will no doubt receive the hearty approval of our people. Consecrated to the memory of our heroic brothers who offered their lives at the altar of our common country, it will ever remain a source of satisfaction and pride.

Gentlemen of the City Council:

I am not unmindful of the compliment paid to me by my fellow citizens in a re-election to the office of Chief Magistrate, nor ungrateful for the confidence they repose in me. But I should do injustice to my own feelings as well as to those associated with me in the city government, if I failed publicly to acknowledge my indebtedness to the gentlemen of both branches of the City Council, to the efficient City Clerk, to the accomplished City Treasurer, and other municipal officers, for any success which marked the administration of city affairs during the year that is past.

And now, in assuming again the responsibilities of this position, my hope of their adequate discharge is mainly in your generous co-operation. For such aid I shall confidently look, and with it, I feel sure that the honor of New Bedford will be maintained and its material prosperity advanced.

GOVERNMENT

OF THE

CITY OF NEW BEDFORD.

1867.

MAYOR.

JOHN H. PERRY.

ALDERMEN.

Ward 1—CALEB HAMMOND.
Ward 2—JOSEPH BUCKMINSTER.
Ward 3—GEORGE G. GIFFORD.
Ward 4—GEORGE F. KINGMAN.
Ward 5—JOHN B. BAYLIES.
Ward 6—SAMUEL LEONARD, Jr.

CITY CLERK.

HENRY T. LEONARD.

TREASURER AND COLLECTOR OF TAXES.

JAMES B. CONGDON.

COMMON COUNCIL.

ANDREW G. PIERCE, *President.*

Ward One.

SAMUEL T. PATTERSON,
JOHN A. RUGGLES,
CHARLES M. PEIRCE, Jr.,
JOSEPH BURT, Jr.

Ward Two.

WILLIAM WALKER,
JOHN N. BULLARD,
JOB L. SHAW,
LORENZO D. DAVIS.

Ward Three.

OLIVER P. BRIGHTMAN,
WILLIAM T. SMITH,
CHARLES H. TABER,
CHARLES S. PAISLER.

Ward Four.

ANDREW G. PIERCE,
FRANK L. GILMAN,
EDWARD H. ALLEN,
THOMAS H. KNOWLES.

Ward Five.

HORATIO HATHAWAY,
WILLIAM R. WING,
THOMAS M. STETSON,
WILLIAM GORDON, Jr.

Ward Six.

JOSIAH W. BONNEY, FREDERICK H. VINAL,
CHARLES H. SANFORD, CHARLES B. HILLMAN.

CLERK OF THE COMMON COUNCIL.

WILLIAM A. CHURCH,

CITY MESSENGER.

WILLIAM H. WATKINS.

ASSESSORS.

DAVID B. WILLCOX. TILSON B. DENHAM.
EZRA K. DELANO.

ASSISTANT ASSESSORS.

Ward 1—RUFUS W. WHITE. Ward 4—BENJAMIN RUSSELL.
Ward 2—JOHN BRYANT. Ward 5—JAS. R. RICKETSON.
Ward 3—THOMAS G. BATES. Ward 6—PETER Y. FLYNN.

SCHOOL COMMITTEE.

Ward One.

JOSHUA W. FROST,
JOSEPH H. CORNELL,
CHARLES ALMY.

Ward Two.

BENJAMIN S. BATCHELOR,
JAMES M. LAWTON,
WILLIAM HOWE.

Ward Three.

HORATIO N. KEMPTON,
CHARLES L. SWASEY,
WILLIAM R. CHISHOLM.

Ward Four.

HENRY B. CLARK,
CHARLES B. H. FESSENDEN,
SAMUEL P. BURT.

Ward Five.

CHARLES T. BONNEY,
HUMPHREY S. KIRBY,
EDMUND RODMAN.

Ward Six.

BARTHOLOMEW OTHEMAN, Jr
PARDON DEVOLL,
SYLVANDER HUTCHINSON.

OVERSEERS OF THE POOR.

Ward 1—AMBROSE E. LUCE. Ward 4—S. T. VIALL.
Ward 2—SILAS ALDEN. Ward 5—ALANSON WILLISTON.
Ward 3—WILLIAM H. JENNEY. Ward 6—SETH K. AKIN.

ENGINEERS OF THE FIRE EEPARTMENT.

TILLINGHAST P. TOMPKINS, Chief Engineer.
JOHN MATHEWS, First Assistant.
MOSES H. BLISS, Second Assistant.
HENRY H. FISHER, Third Assistant.
FREDERICK MACY, Fourth Assistant.

TRUSTEES OF THE FREE PUBLIC LIBRARY.

JOHN H. PERRY, (Mayor,) President *ex officio.*
ANDREW G. PIERCE, President of the Common Council.
GEORGE F. KINGMAN, Chairman of Committee on Public Instruction.
JAMES B. CONGDON.
JOHN P. BARKER.
GEORGE HOWLAND, Jr.

WATER BOARD. — COMMISSIONERS

WILLIAM W. CRAPO, Chairman.
WARREN LADD.
DAVID B. KEMPTON.
JAMES B. CONGDON, Clerk.
GEORGE A. BRIGGS, Engineer.

(Office in the Library Building.)

WARDENS.

Ward 1—CHARLES M. PEIRCE, Jr.
" 2—GEORGE W. PAINE,
" 3—J. AUGUSTUS BROWNELL.
" 4—LEONARD B. ELLIS.
" 5—WILLIAM COOK.
" 6—ALBERT G. STANTON.

WARD CLERKS.

Ward 1—GEORGE G. JENNEY.
" 2—GEORGE PERRY.
" 3—JAMES H. HATHAWAY.
" 4—JAMES C. HITCH.
" 5—JAMES H. C. RICHMOND.
" 6—THOMAS M. HART.

INSPECTORS OF ELECTIONS.

Ward One.

JOHN KIRK,
CHARLES E. TRIPP,
GEORGE W. EDWARDS.

Ward Two.

EDWARD R. MILLIKEN,
JAMES A. WOOD,
JOHN L. GIBBS, 2d.

Ward Three.

PHILIP E. COLBY,
CHARLES H. LAWTON,
CHARLES M. HASKELL.

Ward Four.

JONATHAN HANDY,
JAMES S. HATHAWAY,
WILLIAM B. PERKINS.

Ward Five.

ALBERT B. RUSSELL,
CHARLES W. GIFFORD,
GEORGE D. GIFFORD.

Ward Six.

THOMAS B. TRIPP,
JOHN P. TAYLOR,
ROBERT A. SHERMAN.

CITY MARSHAL.

OLIVER M. BROWNELL.

ASSISTANT MARSHALS.

1st—GEORGE R. HURLBUT, and Officer of the Night Police.
2d—LUTHER M. DAYTON,
3d—LEMUEL C. WILBUR,
4th—LORENZO D. J. SEARS,
5th—SAMUEL C. PERRY,
6th—DANIEL P. CUNNINGHAM.

QUARANTINE PHYSICIAN.

CHARLES L. SWASEY. Office No. 93½ Middle Street.

STANDING COMMITTEES OF THE BOARD OF ALDERMEN.

On Police—The Mayor, and Aldermen Hammond and Buckminster.
On Licenses—Aldermen Gifford, Baylies and Leonard.
On Enrollments—Aldermen Kingman, Hammond and Buckminster.
On Laying Out and Widening Streets—The Mayor, and Aldermen Kingman and Leonard.

JOINT STANDING COMMITTEES OF THE CITY COUNCIL.

On Finance—The Mayor, President of the Common Council, and Councilmen Peirce of Ward 1, Shaw, Smith, Hathaway and Bonney.
On Accounts—Aldermen Baylies and Leonard, and Councilmen Allen, Pierce of Ward 1, and Shaw.
On Public Property—Aldermen Gifford and Hammond, and Councilmen Brightman, Gordon and Wing.
On Public Instruction—Aldermen Kingman and Baylies, and Councilmen Stetson, Hillman and Knowles.
On Roads, Bridges, Main Drains and Common Sewers—Aldermen Hammond and Leonard, and Councilmen Bonney, Sanford and Paisler.
On Fire Department—Aldermen Gifford and Hammond, and Councilmen Taber, Vinal and Burt.
On Lighting Streets—Aldermen Kingman and Baylies, and Councilmen Brightman, Wing and Gilman.
On Burial Grounds—Aldermen Kingman and Buckminister, and Councilmen Taber, Hillman and Walker.
On Alms House and Poor—Aldermen Hammond and Buckminister, and Councilmen Patterson, Bullard and Paisler.
On Printing—Alderman Baylies, and Councilmen Patterson and Bullard.

STANDING COMMITTEES OF THE COMMON COUNCIL.

On Election and Returns—Councilmen Vinal, Davis and Gilman.
On Bills in the Second Reading—Councilmen Stetson, Allen and Smith.
On Enrolled Ordinances and Resolutions—Councilmen Sanford, Knowles and Ruggles.

JOINT SPECIAL COMMITTEES.

On Water—Aldermen Gifford and Kingman, President of Common Council, and Councilmen Hathaway and Gordon.
On Erection of Wooden Buildings in the Fire District—Aldermen Gifford and Hammond, Councilmen Walker, Davis and Ruggles.

1867—CITY DOCUMENT No. 3.

REPORT

OF THE

COMMITTEE ON FINANCE.

City of New Bedford,

In Committee, March 28, 1867.

The Committee on Finance, in compliance with the Ordinances, herewith present to the City Council a statement of the receipts and expenditures for the financial year ending March 1st, 1867, by which it appears that the whole amount of receipts into the treasury, including balance on hand March 1st, 1866, have been $492,200,39; that the expenditures have been $451,266.38; leaving a balance in the treasury March 1st, 1867, of $40,934.01.

The receipts into the treasury have been,

From balance of last year,	$23,745.75
From Collector of Taxes,	243,626.22
From Liquor Agency, of Agent,	14,798.00
From Fire Department,	609.95
From Repairs of Highways,	2,227.64
From Support of Schools,	681.30
From Poor Department,	5,922.80
From Commonwealth of Massachusetts, State aid,	18,883.86
From Temporary Loan,	45,000.00
From Real Estate Tax Account,	262.00
From Free Public Library,	151.88
From Repairs of Public Buildings,	1,008.47
From Trustees of Free Public Library,	167.35
From Water Works,	672.59
From Water Works, special appropriation,	95,000.00
From Sewer or Drain in western part of the city,	208.20
From Extension of Rural Cemetery,	3,578.92
From Extension of Oak Grove Cemetery,	1,684.32
From Appropriations 1866-7, part Corporation Tax,	27,000.00
From Unappropriated Taxes,	839,47
From Incidentals,	6,131.67
Total receipts including balance,	$492,200.39

The expenditures have been,

Support of the Poor,	$28,900.50
Support of Public Schools,	51,421.81
Repairs of Highways,	32,281.44
Fire Department,	19,053.84
Liquor Agency,	15,401.22
Free Public Library,	2,641.67
Watch,	16,753.55
Salaries,	15,355.00
Extension of Rural Cemetery,	12,655.90
Extension of Oak Grove Cemetery,	3,480.04
Lighting the Streets,	7,472.60
City Common,	586.25
City Debt,	42,049.00
Water Works,	42,069.46
Incidentals,	22,523.07
Sewer and Drain,	4,751.38
Repairs of Public Buildings,	2,824.29
New Steamer Cornelius Howland,	4,000.00
Trustees of Free Public Library,	215.45
Temporary Loan,	95,000.00
New Engine House for the Steamer Cornelius Howland,	9,855.76
Commonwealth of Massachusetts,	12,227.61
Real Estate Tax Account,	446.19
Soldiers and Sailors Monument,	9,300.35
	$451,266.38
Balance cash in Treasury,	40,934.01
	$492,200.39

The amount of bonds outstanding March 1st, 1866, was $367,700; of which was paid October 1st, 1866, $19,650; leaving the amount of $348,050 unpaid previous to the issue of the 100 Water Bonds, $1,000 each, in 1866, $100,000, and making the whole amount of the City Debt, at the present time, $448,050.

Herewith are presented the reports of the Sub-Committee appointed to examine the accounts of the City Clerk, and Treasurer and Collector of Taxes, and prepare a schedule of the City property.

For the Committee,

JOHN H. PERRY, Chairman.

In Common Council, 3d mo. 28, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

In Board of Aldermen, 3d mo. 28, 1867.

Concurred.

HENRY T. LEONARD, City Clerk.

City of New Bedford, March 26, 1867.

The sub-committee on finance to whom was referred the examination of the accounts of the City Clerk and Treasurer and Collector of Taxes for the year ending March 1st, 1867, have examined the same and find them correct.

Annexed are copies of their several accounts in detail.

All of which is respectfully submitted.

Horatio Hathaway,
William T. Smith,
Charles M. Peirce, Jr.

City of New Bedford,
Collector's Office, March 20, 1867.

To the City Council of the City of New Bedford:

Gentlemen:—In accordance with the requisitions of the City Ordinances, I place before you my report for the financial year ending March 1st, 1867.

With much respect,

JAMES B. CONGDON,
Collector of Taxes.

In Common Council, March 21, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

In Board of Aldermen, March 21, 1867.

Concurred.

HENRY T. LEONARD, City Clerk.

Statement of the Collector of Taxes.

FINANCIAL YEARS.	UNPAID March 1, 1866.	PAID during the year and remitted.	UNPAID March 1, 1867.
1850 to 1858 inclusive.	$14,700.86		$14,700.86
1859,	3,349.20	$44.46	3,304.74
1860,	4,174.16	53.50	4,120.66
1861,	4,637.62	76.20	4,561.42
1862,	4,239.22	135.35	4,103.87
1863,	4,153.17	195.52	3,957.65
1864,	3,103.21	645.33	2,457,88
1865,	10,522.18	7,517:50	3,004.68
	$48,879.62	$8,667.86	$40,211.76

TAXES OF 1866.

Tax Bills per warrant of the Assessors for the year 1866,		$340,382.05
State Tax,	$59,310.00	
County Tax,	20,434.95	
City Tax,	252,000.00	
Overlay,	8,637.10	
		$340,382.05

PAYMENTS.

State Treasurer,	$59,310.00	
County Treasurer,	20,434.95	
City Treasurer,	235,325.66	
Amount of payments,	$315,070.61	
Discount for prompt pay,	16,186.08	
Taxes remitted by Assessors,	846.35	
	$332,103.04	
Balance unpaid,	8,279.01	
		$340,382.05

This balance of *eight thousand, two hundred and seventy-nine* 1-100 *dollars*, is the smallest that has remained unpaid at the close of a financial year, for a long period. It is less by the sum of $2,243.17 than remained unpaid at the end of the year, of the taxes of 1865.

The aggregate of unpaid taxes, instead of having been *increased*, as has uniformally been the case, has *decreased* by the sum of *three hundred and eighty-eight* 85-100 *dollars.*

This shows that more than the whole of the taxes of 1866 has been collected during the year.

JAMES B. CONGDON, Collector of Taxes.

CITY OF NEW BEDFORD,
Office of the Collector of Taxes, March 1, 1867.

CITY OF NEW BEDFORD,
Treasurer's Office, March 20, 1867.

To the City Council of the City of New Bedford:

GENTLEMEN:—In accordance with the provisions of the City Ordinances, I lay before you my Annual Report.

With much respect,

JAMES B. CONGDON,
City Treasurer.

IN COMMON COUNCIL, March 21, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

IN BOARD OF ALDERMEN, March, 21, 1867.

Concurred.

HENRY T. LEONARD, City Clerk.

Statement of James B. Congdon, City Treasurer.

The receipts into the Treasury for the year 1866-7, are as follows:

Balance in the Treasury March 1st, 1866,			$23,745.75
RECEIPTS.			
Paid by the Collector of Taxes,			243,626.22
Liquor Agency, of the Agent,			14,798.00
Fire Department.			
Sale of engine, &c.,		$517.85	
Bill against Poor Department,		92,10	609.95
Highways and Streets.			
Of Superintendent, dirt, &c.,		618,90	
Error in bill,		60	
E. K. Delano, stone,		11,50	
Cart sold,		25.00	
Waggon sold,		35.00	
Bill, Tripp's brook,		138.75	
Flagging,		8.64	
Bill, Public property,		59,00	
Bill, Monument,		47.75	
Bill, Schools,		29.25	
Bill, Incidentals,		20.00	
Bill, Water Works,		180,00	
Bill, Alms House,		23.25	
Bill, Incidentals,		1,030.00	2,227.64
Schools.			
Of State Treasurer, income of School Fund,		652.80	
Sale of old furniture,		28.50	681.30
Poor Department—of sundry towns.			
Yarmouth,	202.67		
Fall River,	206.31		
Westport,	557.11		
Dartmouth,	538.27		
do.	19.68		
Plymouth,	60.25		
Edgartown,	234.70	1,818.99	
Of Overseers,		1,936.02	
Bill against Schools,		178.00	
Bill against Fire,		41.25	
Of State Treasurer, for bill of 1864,		170.00	
Of State Treasurer, for bill of 1865,		182.50	
Of Superintendant of Alms House, sales,		1,596.04	5,922.80
Commonwealth of Massachusetts.			
For advances for State Aid, 1865,		18,500.00	
For advances for State Aid, previous,		383.86	18,883.86
Temporary Loan.			
Money borrowed,			45,000.00

Real Estate Tax Account, of sundry persons.			
John Cardlin, tax of 1861,		$12.23	
George James, tax of 1861,		17.16	
J. P. Holmes, tax of 1862,		14.88	
Isaac M. West's estate, tax of 1863,		36.45	
Marshal B. Bird's estate, tax of 1864,		14.05	
Joseph R. Harrison, tax of 1863,		17.11	
Maria L. Farris, tax of 1863,		27.61	
Nehemiah West, tax of 1865,		91.87	
Martin Kelley, tax of 1862,		12.34	
Peter J. Peters, tax of 1864,		8.75	
Joel P. Rogers, tax of 1860,		9.55	262.00
Free Public Library.			
Bill transferred to Incidentals,			151.88
Public Buildings.			
Sale of No. 3 engine house lot,		705.00	
Sale of lot to H. H. Lombard,		200.00	
Sale by Committee,		103.47	1,008.47
Trustees of Free Public Library.			
Interest on Howland and Morgan funds,			167.35
Water Works.			
Paid in by Engineer, work done by him off works,		572.59	
Sale of saw mill,		50.00	
Sale of grist mill,		25.00	
Rent of Morris & Wade,		25.00	672.59
Water Works, special appropriation.			
Sale of bonds,			95,000.00
Bonds issued,	100,000.00		
Less discount,	5,000.00		
Tripp's brook drain.			
Duplicate bill,		11.20	
Sale of old mill, &c.,		197.00	
			208.20
Rural Cemetery Extension.			
Of Superintendant, sale lots,		1,322.00	
Of Overseer, sale stone,		2,256.92	
			3,578.92
Oak Grove Cemetery Extension,			
Of Superintendant, sale lots,		1,395.00	
Of Overseer, sale oxen,		236.82	
" " " barn,		50.00	
" " " stone,		2.50	
			1,684,32
Appropriations, 1866-7.			
A part of the Corporation tax,			27,000.00
Unappropriated taxes.			
Interest and costs on taxes, &c.,		526.57	
Corporation tax account, balance,		312.90	
			839.47

MEMORANDUM.

Received of State Treasurer, corporation tax of 1865,	381.26
" " " " " 1866,	26,931.64
Amount received,	27,312.90
Credited appropriations, 1866,	27,000.00
Credited Unappropriated Taxes,	312.90
	27,312.90

INCIDENTALS.

Rents.			
Market,	$614.00		
Police Court,	250.00		
Of T. P. Terry,	6.00		
		870.00	
Police Court, fees, &c.,		1,145.34	
Amount due on rolls and bills uncalled for,		208.82	
Armory Rent.			
Of State Treasurer, 1865,	525.00		
" " " 1866,	725.00		
		$1,250.00	
Sale of lots in Pine Grove Cemetery,		238.00	
For interest accrued on bonds sold,		414.27	
For interest deducted from bonds, &c. paid in advance,		440.24	
Licences.			
Of City Marshal,	140,00		
Of City Clerk,	623.00		
		763.00	
Sale of School-house in Bellville,		800.00	
Error in credit of bill,		2.00	
			6,131.67
Whole amount of receipts including balance,			$492,200.39

The payments made by the Treasurer, upon the warrants of the Mayor, have been as follows:

Support of the Poor,	$28,900.50
Public Schools,	51,421.81
Highways and Streets,	32,281.44
Fire Department,	19,053.84
Liquor Agency,	15,401.22
Free Public Library,	2,641.67
Watch,	16,753.55
Salaries,	15,355.00
Rural Cemetery Extension,	12,655.90

Oak Grove Cemetery Extension,	3,480.04	
Lighting the Streets,	7,472.60	
City Common,	586.25	
City Debt,	42,049.00	
Water Works,	42,069.46	
Incidentals,	22,523.07	
Tripp's Brook Drain,	4,751.38	
Public Buildings,	2,824.29	
New Steamer, Cornelius Howland,	4,000,00	
Trustees Free Public Library,	215.45	
Temporary Loan,	95,000.00	
New Engine House, Cornelius Howland,	9,855.76	
Commonwealth of Massachusetts,	12,227.61	
Real Estate Tax Account,	446.19	
Soldiers' and Sailors' Monument,	9,300.35	
		$451,266.38
Balance, Cash in the Treasury,		40,934.01
		$492,200.39

BALANCES.

Dr.		Cr.	
Appropriations, 1866,	$6,674.34	Trustees of Free Public Library.	$310.57
Appropriations, Special Water,	5,000.00	Soldiers' and Sailors' Monument,	3 999.65
Commonwealth of Massachusetts,	12.993.14	George Howland, Jr., Fund,	1,600.00
Liquor Agency,	495.83	Charles W. Morgan Fund,	1,600.00
Real Estate Tax Account,	921.11	Rural Cemetery Extension,	721.91
Cash,	40,934.01	Oak Grove Cemetery Extension,	925.43
		Water Works,	44.287.26
		Incidentals,	14,173.61
	$67,018.43		$67,018 43

CITY DEBT.

Table showing the amount of the Permanent City Debt, including the WATER BONDS, with the amount of the Bonds and Coupons due each year from 1867 to 1889.

YEAR.	BONDS.	COUPONS.	AMOUNT.
1867	$19,050.00	$24,291.50	$43,341.50
1868	19,850.00	23,220.00	43,070.00
1869	21,050.00	22,100.00	43,150.00
1870	22,050.00	20,939.50	42,989.50
1871	18,950.00	19,717.50	38,667.50
1872	13,450.00	18,689.00	32,139.00
1873	14,150.00	17,935.50	32,085.50
1874	16,500.00	17,140.00	33,640.00
1875	15,000.00	16,250.00	31,250.00
1876	15,000.00	15,450.00	30,450.00
1877	25,000.00	14,650.00	39,650.00
1878	20,000.00	13,400.00	33,400.00
1879	20,000.00	12,400.00	32,400.00
1880	22,000.00	11,400.00	33,400.00
1881	20,000.00	10,300.00	30,300.00
1882	20,000.00	9,300.00	29,300.00
1883	20,000.00	8,300.00	28,300.00
1884	26,000.00	7,300.00	33,300.00
1885	20,000.00	6,000.00	26,000.00
1886	20,000.00	4,800.00	24,800.00
1887	20,000.00	3,600.00	23,600.00
1888	20,000.00	2,400.00	22,400.00
1889	20,000.00	1,200.00	21,200.00
	$448,050.00	$300,783.00	$748,833.00

Amount of bonds outstanding, March 1, 1866,	$367,700.00
Amount paid October 1st, 1866,	19,650.00
Amount of outstanding bonds of old issue,	348,050.00
Add Water Bonds issued 1866,	100,000.00
Whole amount of bonds outstanding as above,	$448,050.00

JAMES B. CONGDON, City Treasurer.

CITY OF NEW BEDFORD,
Treasurer's Office, March 1, 1867.

ACCOUNTS IN DETAIL.

SUPPORT OF THE POOR.

To paid	Groceries and provisions at Alms House,	$4,129.89	
" "	Labor and nursing,	1,395.72	
" "	Physician and medicines,	966.51	
" "	Fuel,	6,903.56	
" "	Outside support,	5,975.19	
" "	Salary of Superintendant of City Farm,	800.00	
" "	Dry goods and clothing,	1,122.41	
" "	Boots and shoes,	161.13	
" "	Leather and findings,	104.83	
" "	Hats and caps,	18.42	
" "	Salary of Overseers of Poor,	900.00	
" "	Carting fuel,	549.60	
" "	Services of Chaplain at Alms House,	102.00	
" "	Railroad fares,	55.58	
" "	Undertakers for graves and coffins,	449.75	
" "	Grass seed,	82.95	
" "	Grain and feed,	801.45	
" "	Oxen,	500.00	
" "	Horses and exchange of do.,	650.00	
" "	Pigs,	215.00	
" "	Oil and soap,	164.24	
" "	Repairing carriages, shoeing horses and oxen,	353.64	
" "	Harness and repairing,	75.67	
" "	Hay, yedder and mowing machines,	233.00	
" "	Hardware and tools,	114.30	
" "	Repairs on steam apparatus,	63.94	
" "	Repairs of stoves, pipes, &c.,	158.58	
" "	Castings,	58.60	
" "	Lumber for alterations and repairs,	404.21	
" "	Carpenter work,	267.44	
" "	Mason work,	13.00	
" "	Painting,	102.48	
" "	Settees and curtains,	42.78	
" "	Brick, lime, &c.,	57.58	
" "	Fertalizers,	163.40	
" "	Liquors,	101.08	
" "	Crockery, mats, brooms and furnishing,	177.47	
" "	Thrashing grain,	52.89	
" "	Carpeting,	14.72	
" "	Well curb,	9.00	
" "	Binding and printing,	8.65	
" "	Books and stationary,	16,50	
" "	Blacksmith coal and carting,	4.20	
" "	Carriage robe,	12.00	
" "	Ropes and duck,	24.35	
" "	Hack hire,	30.00	
" "	Iron,	13.43	
" "	Sundry items paid by Superintendant,	279.36	
	Total expenditures,		$28,900.50
3d mo. 21, 1867.—Balance transfered to Incidental Expense acc't,			2,022 30
			$30,922.80

SUPPORT OF PUBLIC SCHOOLS.

Paid Teachers' salaries,	$37,737.56	
" Books and stationery,	2,393.64	
" Alterations and repairs of school houses,	2,126.54	
" Cleaning, sweeping, making fires, &c.,	1,931.00	
" Repairs of stoves, pipes, &c.,	1,500.56	
" Coal, wood and charcoal,	2,906.53	
" Furniture and repairs of do.,	735 89	
" Printing and advertising,	317.36	
" Rent of Sears' Hall,	174.98	
" Care of Sears' Hall,	29.70	
" Hack hire,	166.95	
" Book case for School Committee room,	160.00	
" Improvement in " " "	87.70	
" Fitting up school room at Alms House,	356.30	
" Trucking,	57.85	
" Gas,	53,96	
" Secretary of School Committee,	75.00	
" Traveling expenses of "	50.78	
" Pails, brooms, brushes, mats, crockery, &c.,	224.86	
" Repairs of black boards and rubber,	16.22	
" Freight,	18.12	
" Carpet,	13.00	
" Tuition to the Town of Freetown,	25.44	
" Alcohol,	7.32	
" Fitting locks and keys,	13.34	
" Repairs of clocks,	61.55	
" Hardware,	34.48	
" Ink, binding, maps, &c.,	22.49	
" Difference in bell,	37.60	
" Cleaning out vaults,	16.00	
" Diplomas for High School graduates,	7.50	
" Music and drawing book,	7.07	
" Use of Liberty Hall,	17.00	
" Labor,	11.12	
" Express,	5.50	
" Repairs of well and pumps,	11.00	
" Marble shelf,	2.43	
" Bell rope,	3.72	
" Filling ink stands, use of canvas, glazing,	3.75	
Total Expenditure,	$51,421.81	
1867, 3d mo. 21. Balance transfered to incidental expense account,	9.49	$51,431.30

Credit.

1866, 3d mo. 29. By annual appropriation,	50,000.00	
" Received of State Treasurer, School Fund,	652.80	
" " " H. A. Kempton,	28.50	
" Transfer from lighting streets,	750.00	$51,431.30

FIRE DEPARTMENT.

Paid Firemen and Engineers,	$7,296.21	
" Repairs of Engines and Hose,	731.87	
" Repairs of Engine Houses,	836.94	
" Hay and straw,	746.72	
" Grain and feed,	491.61	
" Hostlers,	1,261.50	
" 1 years' rent of lot of Hook & Ladder house,	75.00	
" Three horses for steamer Cornelius Howland,	1,425.00	
" New hose,	2,281.59	
" Hose couplings,	387.45	
" Two patent nozzels,	90.00	
" Extra cost of steamer Cornelius Howland,	90.00	
" New hose reel, and repairs,	563.02	
" Cleaning engines and hose,	338.40	
" Stewards of engine companies,	73.63	
" Torch boys,	121.06	
" Shoeing horses,	202.26	
" Repairing harnesses, and new set of do,	173.30	
" Members of Protecting Society,	138.00	
" Drivers of steamers,	60.75	
" Gas in engine houses,	156.94	
" Gas pipes and repairs,	23.58	
" Coal for steamers,	211.25	
" Fuel for engine houses,	160.22	
" Lanterns, oil, wicks, &c.,	46.14	
" Ringing fire alarm bells,	100.00	
" Doctoring horses,	11.66	
" H. H. Fisher for injuries received at fire,	250.00	
" Clarfus Vanzant " " "	30.00	
" Washing,	23.00	
" Brooms, dusters, &c.,	21.25	
" Hardware, tools, &c.,	26.43	
" Freight on hose, &c.,	10.22	
" Cotton waste,	7.90	
" Wagon,	150.00	
" Salary of Secretary of Board of Engineers,	100.00	
" Beds and bedding,	163.75	
" Stoves, pipe, and repairs of do.,	53.73	
" Rope,	49.20	
" Taking down flag staffs,	27.60	
" Water cask,	15.23	
" Carting,	5.35	
" Stationery,	5.25	
" Repairs on reservoir,	6.31	
" Bunting,	5.10	
" Horse hire,	3.00	
" Alcohol,	6.42	
Total expenditure,	$19,053.84	
1867, 3d mo. 21. Balance transferred to incidental expense account,	56.11	$19,109.95

CREDIT.

1866, 3d mo. 29. By annual appropriation,	$18,500.00	
By sales of Engine,	517.85	
" " " Manure,	92.10	$19,109.95

REPAIRS OF HIGHWAYS.

To paid Labor and team work,	$ 23,966.16	
" " Flagging, paving and crossing stone,	3,804.71	
" " Repairs of waggons, carts, harness, &c.,	323.47	
" " Shoeing horses, oxen, and repairing tools,	854.60	
" " Grain and feed,	958.46	
" " Hay and straw,	835.47	
" " Gravel,	714.61	
" " Lime, cement and brick,	201.20	
" " Stone,	1.75	
" " Drain pipe,	61.01	
" " Shovels, hoes and other tools,	188.09	
" " Repairs on sand catchers,	69.04	
" " Plank and timber for bridge,	43.87	
" " Repairs of drains,	18.95	
" " Street brooms, &c.,	10.50	
" " Nails and hardware,	28.57	
" " Copper boiler, &c.,	10.00	
" " Trimming trees,	4.67	
" " Wedges,	5.60	
" " Stone drag,	9.75	
" " Wheel barrow,	8.00	
" " Oil and tar,	46.50	
" " Gas,	15.20	
" " Doctoring horse,	6.00	
" " Pasturing horse,	7.00	
" " Use of wagon,	5.97	
" " Wharfage on flagging stone,	63.75	
" " Fees for weighing,	2.70	
" " Lumber,	12.84	
" " Repairing pumps,	3.00	
Total expenditure,	$32,281.44	
1867, 3d mo. 21. Balance transferred to incidental account,	46.20	$32,327.64

CREDIT.

1866, 3d mo. 29. Annual appropriation,	$29,000.00	
By amount received for sales of stone and dirt,	521.80	
" " " " " " cart and wagon,	60.00	
" " " " " " manure,	30.00	
" " " " " " flagging stone,	8.64	
" " " " " " labor,	221.00	

By amount received of Superintendent,	$178.60	
" " " for boarding horse,	180.00	
" " " for removing rubbish from streets deposited from cellars and yards, per order of the Board of Health,	1,127.00	
" Error in pay roll,	60	
" Transfer from account of sewer or drain,	1,000.00	
		$32,327.64

LIGHTING THE STREETS.

To Paid Gas,	$3,570.29	
" " Benzine,	236.03	
" " New lanterns, repairs and lamps posts,	1,001.01	
" " Lamp lighters,	2,110.50	
" " Wicks and dusters,	14.27	
" " Ratent right to use lamp tubes,	450.00	
" " Gas burners and tips,	50.50	
" " Repairing ladders and steps,	22.15	
" " Oileometer,	3.50	
" " Book,	9.00	
" " Paint and glass,	5.35	
Total expenditure,	$7,472.60	
By account transferred to Fire Department,	750.00	
1867, 3d mo. 21. Balance transferred to Incidental expense,	1,777.40	$10,000.00

CREDIT.

1866, 3d mo. 29. By annual appropriation,	$10,000.00

CITY WATCH.

To Paid Watchmen,	$16,390.50	
" " Officer's of the Watch salary,	150.00	
" " Gas,	162 26	
" " Crackers,	10.40	
" " Keys,	2.52	
" " Stationery,	7.30	
" " Washing blankets,	12.55	
" " Ladders and repairs,	8.75	
" " Seating chairs,	8.02	
" " Faucet &c.,	1.25	
Total expenditure,	$16,753.55	
Balance transferred to incidental expense account,	246.45	$17,000.00

CREDIT.

1866, 3d mo. 29. By annual appropriation,	$17,000.00

SALARIES.

To Paid Salaries of City Officers,		$15,330.00
	CREDIT.	
1866, 3d mo. 29. By annual appropriations,		$15,330.00

CITY DEBT.

To Paid Bonds,	$19,650.00	
" " Coupons,	22,399.00	$42,049.00
	CREDIT.	
1866, 3d mo. 29. By annual appropriation,		$42,049.00

INCIDENTAL EXPENSES.

Paid	Assessor for extra services and office expenses,	$925.12
"	Expenses of Police stations,	1,049.63
"	" " Elections,	436.00
"	" " Board and clothing of Insane,	1,478.45
"	Allen Almy, due him for extra salary,	25.00
"	Printing and advertising,	1,252.96
"	Rents of halls for amories, &c.,	937.00
"	Extra salary to Marshal and Assistants,	1,725.00
"	Salaries of Officers of Police Court,	500.00
"	Salary of Janitor for Library building,	300.00
"	Conveying prisoners,	480.25
"	Feeding prisoners at Police Stations,	134.84
"	Books, pens, ink and paper,	285.91
"	Gas for City Hall and offices,	388.36
"	Copying,	36.50
"	Interest on temporary loan and to Trustees of Free Public Library,	2,425.97
"	Clerk hire in Treasurer's office,	778.00
"	Damages for injuries received from coasting and slippery side walks,	180.00
"	Labor in Cemeteries,	241.53
"	Cleaning Market,	50.00
"	Board in State Reform Schools,	264.52
"	Services of Police Officers,	270.75
"	Horse hire,	176.30
"	Cleaning City Hall and basement,	87.05
"	Carting rubbish from streets, extra, per order of Board of Health,	1,030.00
"	Salary of Health Officer,	696.50
"	Chloride of lime,	52.01
"	Quarantine Physician,	100.00
"	Distributing circulars to citizens,	73.25

Paid	Fuel, labor, &c., for Health Office,	$12.94
"	Sealing standard weights and measures,	16.23
"	Bunting,	11.61
"	Posting notices,	6.85
"	Mattresses for Police Stations,	6.00
"	Shavings, &c., for Library building,	5.75
"	Firing salute on arrival of School Ship in our harbor $36.50. Salute to Yachts, $42.63,	79.13
"	Expenses of Trustees of School Ship at Parker House,	20.00
"	Exchange in clocks, City Clerk's office,	15.00
"	Insurance,	7.80
"	Repairs on pumps in streets,	14.25
"	Conveying truants,	17.75
"	Profile of Austin street,	6.00
"	Cleaning out drain,	4.50
"	Painting at City Common,	38.39
"	Recording deeds,	20.70
"	B. Otheman, judgment,	11.55
"	Tin trunks, &c., City Clerk's office,	19.82
"	Crockery, furnishing, &c., for City offices,	43.59
"	Trees for new engine house, corner 6th and Bedford streets,	27.00
"	Refreshments election day,	25.44
"	Clerk of Market for brooms, labor, &c.,	7.65
"	Auctioneer's com. for selling old mill building, &c.,	7.00
"	Repairs on City clock,	7.00
"	Returns of deaths, and recording berths, marriages and deaths,	254.15
"	Plan of location of monument in City Hall square,	10.55
"	Lighting City Hall and washing towels,	47.10
"	Expense of celebrating July 4th, 1866,	1,305.38
"	New flag staff, City Common,	200.57
"	Repairs on Merrimac school house,	1,571.98
"	Gas burners in City Hall and entry,	54.00
"	Map of line of division of City, &c.,	57.63
"	Tax on land for water works in Acushnet,	162.61
"	Sundry expenses in offices of City Clerk and Treasurer,	180.76
"	Plans of engine house cor. 6th and Bedford sts.,	50.00
"	Pump, and repairs of well at Common,	86.19
"	Expenses of committee on horse railroads,	6.91
"	Fuel for City offices, City Hall and police stations,	707.91
"	Alchohol for meters,	14.42
"	Use of canvas,	3.00
"	Brass Band for public concerts,	300.00
"	Making out tax bills,	60.00
"	Collecting names of deceased soldiers,	50.00
"	Distributing tax bills,	82.50
"	Fish, &c.,	50,00
"	Making stand for Brass Band,	16.01
"	Repairs on bell and powder house,	14.00

Paid Repairing chairs and settees,		$22.62	
" Use of bell at Stone Church,		60.00	
" Delivery of charcoal to school houses, &c.,		19.50	
" Getting in coal,		4.67	
" Soap,		9.30	
" Map,		7.00	
" Setting glass,		10.22	
" Silas Cook for damages to his property awarded by the City Council, Nov. 22, 1866,		200.00	
" Clerk hire in City Clerk's office,		53.75	
" Refreshments for Water Committee,		52.55	
" Ringing bell 22d February,		1.00	
" Oil and paint, City Hall,		86	
" Painting in Assessors' room,		1.08	
" One year's subscription to Daily Mercury,		7.00	
Total expenditures,		$22,548.07	
Transfer to Rural Cemetery,	$2,000.00		
" " Soldiers' & Sailors' monument,	1,500.00		
" " Appropriations, 1865,	2,610.55		
" " Special appropriations, 1866,	6,800.00	12,910.55	
1867, 3d mo. 29. Transfer to new account,		14,173.61	$49,632.23

CREDIT.

1866, 3d mo. 29. Annual appropriation,			$15,757.28
By amount received of Clerk of Police Court for fees, fines and rent,		$1,395.34	
" Amount received of Commonwealth for armory rent, 2 years,		1,250.00	
" Interest on water bonds,		854.51	
" Sale of Bellville school house and lot,		800.00	
" Rent of City Market,		614.00	
" Use of City Hall, licenses, &c.,		583.00	
" Sale of lots in Pine Grove Cemetery,		238.00	
" Uncalled for bills,		208.82	
" Licenses received at Liberty Hall,		186.00	
" Received of Protecting Society,		2.00	6,131.67
" Transfer from account of Public Schools,		9.49	
" " " " " Support of Poor,		2,022.30	
" " " " " Fire Department,		56.11	
" " " " " Lighting streets,		1,777.40	
" " " " " Repairs of highways,		46.20	
" " " " " City Watch,		246.45	
" " " " " Free Public Library,		10.21	
" " " " " Repairs of pub. build's,		2,184.82	
" " " " " New engine house,		144.24	
" " " " " Sewer or drains,		19,456.18	
" " " " " Unappropriated taxes,		1,776.13	
" " " " " City Common,		13.75	27,743.28
			$49,632.23
1867, 3d, mo. 29. By balance from old account,			$14,173.61

EXTENSION OF RURAL CEMETERY.

To paid Labor on grounds,	$11,128.76	
" " Cutting stone,	105.03	
" " Plans for arch, &c.	84.46	
" " Surveying and laying out avenues and lots,	142.50	
" " Tools and hardware,	77.60	
" " Lumber,	49.79	
" " Lime and Cement,	73 25	
" " Oxen,	250.00	
" " Hay,	313.80	
" " Corn and meal,	179.14	
" " Frame for shoeing oxen,	25.00	
" " Blacksmiths' coal,	20.00	
" " Iron and steel for tools,	26.75	
" " Blasting powder,	75.50	
" " Derrick,	49.72	
" " Repairing cart,	6.75	
" " Mason Work,	21.51	
" " Expenses of committee, horse hire, &c.,	17.00	
" " Carting,	9.34	
Total expenditure,	$12,655.90	
1867, 3d mo. 28.		
Balance to new account,	721.91	
		$13,377.81

Credit.

1856, 3d mo. 1st.		
By balance from old account,	$1,798.89	
By amount received of Superintendent for sale of lots,	1,322.00	
" " " for sale of stone,	2,216.76	
" " " " " wood,	3.00	
" " " " use of derrick,	22,00	
" " " " blacksmith work,	11.16	
" " " " shoeing oxen,	4.00	
" transfer from incidental expense account,	2,000.00	
" special appropriation,	5,000.00	
" transfer from Oak Grove Cemetery,	1,000.00	$13,377.81
By balance brought down,		$721.91

EXTENSION OF OAK GROVE CEMETERY.

To paid Land,	$1.429.00
" " Labor,	1,458.33
" " Surveying, laying out avenues and lots,	149.00
" " Oxen,	240.00
" " Grain and feed,	81.52

To paid Tools and hardware,	$15.77	
" " Hay,	9.15	
" " Iron and steel,	10.53	
" " Powder,	30.50	
" " Lumber,	51.24	
" " Horse hire,	5.00	
Total expenditure,	$3,480.04	
Transfer to Rural Cemetery,	1,000.00	$4,480.04
1867, 3d mo. 29.		
Balance to new account,		925.43
		$5,405.47

CREDIT.

1866, 3d mo. 6. By balance from old account,	$3,721.15	
By amount received of Superintendent for sale of lots,	1,395.00	
By amount received for sale of oxen,	236.82	
By amount received for sale of half of barn,	50.00	
By amount received for sale of stone,	2.50	$5,405.47
By balance brought down,		$925.43

SEWER OR DRAIN IN WESTERN PART OF CITY.

To paid Mill pond lot,	$2,000.00	
" " Labor on drain,	2,323.54	
" " Surveying, &c.,	90.25	
" " Iron pipe,	75.54	
" " Shovels,	13.95	
" " Tools and repairing do.	55.03	
" " Carting and labor,	138.75	
" " Lumber,	15.87	
" " Powder,	11.15	
" " Stone,	8.00	
" " Rope,	14.30	
" " Sundries paid by J. F. Underwood,	5.00	
Total expenditure,	$4,751.38	
Transfer to repairs of highways,	1,000.00	
Transfer to incidental expense account,	4,000.00	
1867, 3d mo. 21.		
Transfer of balance to incidental expense account,	15,456.82	$25,208.20

CREDIT.

1866, 3d mo. 29.		
By annual appropriation,	$25,000.00	
By sale of old mill,	197.00	
By error, bill duplicated,	11.20	$5,208.20

REPAIRS OF PUBLIC BUILDINGS.

Paid City Hall building,	$481.56	
" Library building,	83.40	
" Police stations,	114,59	
" New engine house, County street,	57.92	
" City stable,	9.70	
" City common,	121.86	
" Fence to engine house lot, Purchase street,	35.14	
" Tree protectors City Hall square,	335.67	
" Old school house, Charles street,	446.02	
" Kempton street school house,	716.91	
" Merimac street school house,	421.52	
Total expenditure,	2,824.29	
Transfer to incidental expense account, 1867, 3d mo. 21st.	1,571.98	
Balance transferred to incidental expense account,	612.20	$5,008.47

CREDIT.

1866, 3d mo. 29.		
By annual appropriation,	$4,000.00	
By sale of engine house lot on Purchase street,	705.00	
By sale of land on Dartmouth st. to H. H. Lumbard,	200.00	
By amount received of chairman of committee on public property,	103.47	$5,008.47

NEW ENGINE HOUSE, CORNER SIXTH AND BEDFORD STS.

Paid for land,	$1,250.00	
" Mason's contract,	4,863.00	
" Extra mason work on house and drain,	577.55	
" Carpenter's contract,	2,646.00	
" Extra carpenter work,	97 59	
" Drawing plans and specifications,	112.63	
" Force pump, pipes and vane,	192.05	
" Gas pipes and fixtures,	77.30	
" Painting,	37.34	
" Gilding ball for flag staff,	4.75	
" Flag staff,	7.55	
Total expenditure	$9,855.76	
1867, 3d mo. 21.		
Balance transferred to incidental expense account,	144.24	$10,000.00

CREDIT.

1866, 3d mo. 29. By annual appropriation,	$10,000.00

SOLDIERS' AND SAILORS' MONUMENT.

To paid Contract with Geo. F. Meacham,	$8,919.50	
" " Taking down flag staff,	30.35	
" " Extra foundation,	181.40	
" " Team work,	47,75	
" " Horse hire for committee,	14.00	
" " Traveling expenses of committee,	74.20	
" " Surveying,	2.00	
" " Copying list of names of deceased soldiers and sailors deposited in corner stone,	8.00	
" " Labor,	13.15	
" " Watching,	10.00	
Total expenditure,	$9,300.35	
1867, 3d mo. 29. Balance to new account,	3,999.65	$13,300.00

CREDIT.

1865, 11 mo. 30. By special appropration,	$10,000.00	
By transfer from incidental expense account,	1,500.00	
" " " special appropriations, 1866,	1,800.00	$13,300.00
By balance brought down,		3,999.65

NEW BEDFORD WATER WORKS.

To paid Commissioners' orders on City Treasurer, from Nos. 1 to 12 inclusive,	$42,069.46	
1867, 3d mo. 28. To balance to new account,	44,287.26	$86,356.72

CREDIT.

1866, 3d mo. 1. By balance from old account,	$85,684.13	
By amount received of Engineer for surveying,	572.59	
" " " for sale of saw mill,	50.00	
" " " " " " grist mill,	25.00	
" " " " rent of grist mill,	25.00	$86,356.72
By balance brought down,		$44,287.26

COMMONWEALTH OF MASSACHUSETTS.

1866, 3d mo. 1. To balance from old account,	$19,649.39	
To amount paid State aid,	12,227.61	$31,877.00

CREDIT.

By amount audited and not paid,	$383.86	
" " reimbursed by State Treasurer,	18,500.00	
1867, 3d mo. 28. Balance to new account,	12,993.14	$31,877.00
To balance brought down,	12,993.14	

FREE PUBLIC LIBRARY.

To paid Salaries of Librarian and Assistant,	$1,758,34	
" " Books,	801.18	
" " Gas,	60.80	
" " Duster, brooms, paste, &c.,	12.85	
" " Printing,	8.50	
Total expenditure,	$2,641.67	
1867, 3d mo. 21. Balance transferred to incidental expense account,	10.21	$2,651.88

CREDIT.

1866, 3d mo. 29. By annual appropriation,	$2,500.00	
By transfer from incidentals	151.88	$2,651.88

LIQUOR AGENCY.

To paid for liquors,	$13,006.76	
" " Salary of Agent and Clerk,	1,775.00	
" " Rent of store,	175.00	
" " Fuel,	41.23	
" " Internal Revenue tax,	112.50	
" " Dimijohns and jugs,	94.20	
" " Kegs,	11.75	
" " Corks,	16.60	
" " Gas,	32.36	
" " Freight, express, books, paper, faucet, &c.,	135.82	$15,401.22

CREDIT.

1866, 3d mo. 1.		
By balance brought down from old account,	$207.39	
" Sales of liquor, &c.,	14,698.00	
" Balance transferred to new account,	495.83	$15,401.00
1867, 3d mo. 21. To balance from old account,	$495.83	

CITY COMMON.

To paid salary of Superintendent,	$575.00	
" " rope,	5.25	
" " trees,	6.00	
Total expenditure,	$586.25	
1867, 3d mo 21,		
Balance transferred to incidental expense account,	13.75	$600.00

CREDIT.

1866, 3d mo. 29. By annual appropriation,	$600.00

TRUSTEES OF THE FREE PUBLIC LIBRARY.

To paid Geo. Howland, Jr., President pro tem., orders on the City Treasurer,	$215.45	
1867, 3d mo. 29. Balance transferred to new account,	310.57	$526.02
Credit.		
By income of trust funds and donations,		$526.02
By balance from old account,		$310.57

REAL ESTATE TAX ACCOUNT.

1866, 3d mo. 1. To Balance brought forward,	$736.92	
To sales of real estate for taxes by City treasurer,	446.19	$1,183.11
Credit.		
1867, 3d mo. 28. By amount received by Collector for taxes paid,	$262.00	
By balance to new account,	921.11	$1,183.11
1867, 3d mo. 28. To balance brought down,	921.11	

STEAM FIRE ENGINE No. 4 — CORNELIUS HOWLAND.

1866, 5 mo. 1. To paid Amoskeag Manufacturing Co. for engine,	$4000.00
Credit.	
1865, 9 mo. 30. By special appropriation,	$4,000.00

TEMPORARY LOAN.

To paid notes on demand,	$95,000.00
Credit.	
By notes on demand to City Treasurer and sundry individuals,	$95,000.00

UNAPPROPRIATED TAX ACCOUNT.

1867, 3d mo. 21. To transfer to incidental expense account,	$1,776.13
Credit.	
By amount of taxes paid Collector,	$1,776.13

GEORGE HOWLAND, Jr., FUND.

Credit.	
1866, 3 mo 1. By donation to Free Public Library,	$1,600.00

CHARLES W. MORGAN FUND.

Credit.	
1866. 3 mo. 1. By donation to Free Public Library,	$1,000.00

Abstract of the Financial Operations of the City, for the years 1866-7.

	Original appropriation	Special appropriation	Balances March 1st, 1866. Dr.	Balances March 1st, 1866. Cr.	Add or subtract.	Appropriation as altered.	Balances as altered.	Expenditures and payments.	Credit balances transferred to incidental expenses.	Credit balances not transferred.	Debit balances transferred to incidental expenses.	Debit balances not transferred.
Support of Public Schools,	$50,000.00				+ $1,431.30	$51,431.30		$51,421.81	$9.49			
Salaries of City Officers,	15,330.00					15,330.00		15,330.00				
Support of the Poor,	25,000.00				+ 5,922.80	30,922.80		28,900.50	2,022.30			
Fire Department	18,500.00				+ 609.95	19,109.95		19,053.84	56 11			
Repairs of Highways,	29,000.00				+ 3,327.64	32 327.64		32,281.44	46.20			
Lighting the Streets,	10,000.00				— 750.00	9,250.00		7 472.60	1,777.40			
City Watch,	17,000.00					17,000.00		16,753 55	246,45			
City Debt	42,049.00					42,049.00		42,049.00				
Free Public Library	2,500.00				+ 151.88	2,651.88		2,641.67	10.21			
Repairs of public Buildings	4,000.00				+ 563.51	3,436.49		2,824.29	612.20			
Sewer or Drain—"Tripp Brook,"	25,000.00				— 4,791.80	20,208.20		4.751.38	15,456.82			
City Common	600.00					600.00		586.25	13.75			
New Engine House, cor. Sixth and Bedford St.,	10,000.00					10,000.00		9,855.76	144.24			
Excess of abatem't & remit. of taxes over outlay	10,000.00					10,000.00		10,000.00				
Special Appropriation, 1865,	4.263.72				+ 5,000.00	9.263.72		4.263.72				$5,000.00
Incidental Expense Account,	15,757.28				+ 20,964 40	36,721.68		22,548.07		$14,173.61		
	$279,000.00					$310,302.66		$270.733.88	$21,395.17	$14,173.61		$5,000.00
Unappropriated Tax Account,					+ 1.776 13				$1,776.13			
Extension of Rural Cemetery		$5,000.00			+ 8,377.81	$13,377.81		$12.655.90		$721.91		
Extension of Oak Grove Cemetery,				$3,721.15	+ 684 32		$4,405.47	3,480.04		925.43		
Soldiers' and Sailors' Monument,		1,800.00			+ 11,530.00	13,300.00		9,300.35		3,999.65		
Water-Works,				85,684.13	+ 672.59		86,356.72	42,069.46		44,287.26		
Commonwealth of Massachusetts,			$19,649.39		— 18,883.00		765.53	12 227.61				$12,993.14
City Liquor Agency				207.39	+ 14,698.00		14,905.39	15,401.22				495.83
Real Estate Tax Account			736.92		+ 446.19		1,183.11	262.00				921.11
Steam Fire Engine, No. 4,				4,000.00				4,000.00				
Appropriation, 1865			9,974.45				7,363.90				2,610.55	
Temporary Loans,				50,000.00	+ 45,000.00			90,000.00				
Trustees of the Free Public Library,					+ 526.02			215.45		310.57		
Special Appropriations,					+ 6,800.00		6,800.00				6,800.00	
George Howland, Jr., Fund,				1,600.00						1,600.00		
Charles W. Morgan Fund,				1,000.00						1.000.00		
Appropriations, 1866,					+ 279.000.00			272 325.66				6.674.34
City Treasurer, Cash,			23,745.75		+ 468,454.64		492,200,39	451,266.38				40,934.01
		$6,800.00	$54,106.51	$146,202 67					$23,171.30	$67,018.43	$9,410,55	$67,018.43

SCHEDULE OF CITY PROPERTY.

CITY OF NEW BEDFORD,

In Committee, March 21st, 1867.

The sub-committee appointed by the Finance Committee to appraise the city property have attended to their duty, and submit the following report, viz:

VALUATION OF PROPERTY OF ALMS-HOUSE DEPARTMENT.

New alms-house, barn and out-buildings,	$23,000.00	
Old alms-house, barn and out-buildings,	1,400.00	
Small-pox hospital,	400.00	
Farm containing seventy-six acres,	12,500.00	
Furniture in keeper's department,	150.00	
Furniture in inmates' department,	2,000.00	
Furniture in small-pox building,	25.00	
Mechanics' tools,	150.00	
Stone and mowing machines,	250.00	
Carts, gears, lumber and light wagons,	500.00	
Farming utensils,	588.00	
Farm stock,	2,331.00	
Wood shed in city yard,	300.00	
Hay and grain on hand,	1,300.00	$44,894.00

HIGHWAY DEPARTMENT.

Eight horses,	$1,800.00	
Wagons, carts and gears,	900.00	
Sundry harnesses &c.,	200.00	
Sundry tools &c.,	500 00	
Flagg stones,	500.00	$3,900.00

PUBLIC BUILDINGS, LAND, &c.,

City Hall and lot,	$68,000.00
City Library building,	44,000.00
City Common,	40,000.00
Land on William Street including Library lot,	12,000.00
Old Town Hall and lot,	7,000.00
Volumes in City Library,	13,000.00
City stable, out-buildings and lot,	7,000.00
Rural Cemetery and lodge,	17,000.00
Pine Grove Cemetery,	800.00
Oak Grove Cemetery,	11,000.00

Powder magazine,	$450.00	
Land at Clark's Point,	200.00	
South Pound lot,	200.00	
Land at Clark's Cove,	100.00	
Gravel lot at Clark's Point,	100.00	
One acre of land near Tobey's,	25.00	
Land on Willis street, watch-house and lot,	350.00	
Land near Hayden Coggeshall's,	250.00	
Land near P. Terry's,	300.00	
Windmill lot,	250.00	
Land west of County street, near J. D. Thompson's,	500.00	
Land opposite Daniel Ricketson's,	150.00	
Old Mill-Pond lot, head of Bedford street,	1,000.00	
Standard weights and measures,	300.00	
Surveying instruments,	300.00	
Two brass field pieces,	700.00	
Muskets and other equipments,	100.00	$225,075.00

FIRE DEPARTMENT PROPERTY.

Engine-house and land, Acushnet,	$300.00	
Engine-house and land, Jesseville,	4000.00	
Engine-house and land, corner County and Hillman streets,	10,000.00	
Engine-house and land on Purchase street, occupied by Steam Fire Engines,	6,000.00	
Engine-house and land, Fourth street,	800.00	
Engine-house and land, Third street,	300.00	
Hook and Ladder house, on leased land,	250.00	
Engine-house and land, corner Sixth and Bedford sts.,	10,000.00	
Steam Engine Onward and hose-reel,	4,000.00	
Steam Engine Progress and hose-reel,	4,000.00	
Steam Engine Excelsior and hose-reel,	4,500.00	
Steam Engine Cornelius Howland and hose-reel,	4,500.00	
Engine No. 3,	700.00	
Engine No. 5,	1,500.00	
Engine No. 6,	1,800.00	
Engine No. 7,	200.00	
Engine No. 9,	700.00	
Engine No. 10,	700.00	
Engsne No. 11,	700.00	
Hook and Ladder carriage No. 1,	800.00	
Hook and Ladder carriage, (old)	100.00	
Two water tanks,	1,000.00	
Twelve horses for steam engines,	3,000.00	
Twelve sets of harnesses,	350.00	
Two wagons,	200 00	
Spare hose, &c.,	1,400.00	58,200.00

SCHOOL DEPARTMENT.

North school-house and lot,	700.00	
Acushnet school-house and lot,	1,300.00	
Plainville school-house and lot,	1,000.00	
Haskins Corner school-house and lot,	1,000.00	
Cannonville school-house and lot,	1,500.00	
Hill school-house and lot,	2,000.00	
Merrimac street school-house and lot,	10,000.00	
Parker street school-house and lot,	12,500.00	
Cedar street school-house and lot,	2,000.00	
Maxfield street school-house and lot,	3,500.00	
Charles street school-house and lot,	1,000.00	
Kempton street school-house and lot,	3,000.00	
High School, house and lot,	12,000.00	
William street school-house and lot,	4,000.00	
Arnold street school-house, on leased land,	100.00	
Bush street school-house and lot,	3,500.00	
Fifth street school-house and lot,	23,000.00	
Sixth street school-house and lot,	2,000.00	
Griffin street school-house and lot,	600.00	
Dartmouth street school-house and lot,	3,500.00	
Grove school-house and lot,	1,800.00	
Apparatus in High School house,	700.00	
Apparatus in City Library,	100.00	
Clark's Point school-house,	600.00	$91,400.00

CITY LIQUOR AGENCY.

Valuation of stock on hand,	$1,800.00

WATER WORKS.

Expenditures,	$56,000.00

RECAPITULATION.

Alms-house department,	$44,894.00	
Highway department,	3,900.00	
Public buildings and land,	225,075.00	
Fire department,	58,200.00	
School department,	91,400.00	
Liquor agency,	1,800.00	
Water works,	56,000.00	
		$481,260.00

JOSIAH W. BONNEY,
CHARLES M. PEIRCE, Jr., } Committee.
JOB L. SHAW,

1867—CITY DOCUMENT No. 4.

REPORT

OF THE

JOINT STANDING COMMITTEE

ON THE

SUBJECT OF STATE AID,

Under the Law of April 23, 1866.

NEW BEDFORD:
FESSENDEN & BAKER, PRINTERS TO THE CITY.
1867.

REPORT.

CITY OF NEW BEDFORD,
January 5th, 1867.

To the City Council of New Bedford:

GENTLEMEN,—The Committee appointed under the Joint Order of May 17, 1866, "to direct the City Treasurer in relation to the execution of the act of the Legislature passed April 23d, 1866, entited "An Act to provide State aid for disabled Soldiers and Sailors and their families, and for the families of the slain," have discharged the duty set forth in the order.

The whole amount paid out by the Treasurer upon the operation of the law is $9,916.06, to over two hundred beneficiaries. The detailed account of these payments, about twenty-four hundred in number, has been prepared by the Treasurer, in accordance with the provisions of the law and forwarded to the State Auditor.

Annexed, and making a part of this report, will be found the report of the City Treasurer to the Committee, in which there is set forth a minute and interesting account of the operation of the law, and of the methods which have been pursued in carrying it into effect.

All of which is respectfully submitted.

JOHN H. PERRY, Mayor,
Chairman of the Committee.

In Common Council, Jan. 5, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

In Board of Aldermen, Jan. 5th, 1867.

Concurred.

HENRY T. LEONARD, City Clerk.

REPORT

OF THE

CITY TREASURER.

OF HIS

OPERATIONS UNDER THE STATE-AID LAW,

FOR THE YEAR 1866.

REPORT.

CITY OF NEW BEDFORD,
Treasurer's Office, January 1st, 1867.

To His Honor, John Howland Perry, Mayor of the City, and Chairman of the Committee on Military Relief.

DEAR SIR:—Under the State-Aid law passed April 23d, 1866, aid has been extended by me to two hundred and nine persons, and the amount which has been paid and charged upon the books of the Treasury to the Commonwealth of Massachusetts is $9,916.06.

These payments are founded upon the services in the army and navy of one hundred and twenty-nine persons. As the fact of residence and not of quota governs the operation of the law in any particular town or city, these persons from whose connection with the war-service of the U. S. Government our action has arisen are not all found upon the list of those who enlisted to the quota of New Bedford. It is, however fair to presume that the number of the disabled and the dependents upon the dead connected with our quota, who have been relieved in other parts of the State, does not vary much from the number of those who, having become residents of our city, have sought the relief provided by the law through the Treasurer of New Bedford. Some of our quota who were disabled or who died in the service, have no names connected with theirs upon our record of relief. Some few of the dead left behind no dependent ones to ask for the bounty of the State—some of the disabled, have not, probably claimed it. Some were wounded so slightly that they do not come within the provisions of the law.

An analysis of our record shows that we have extended the bounty of the State to different classes as follows, to wit:—

Disabled Soldiers, thirty-eight,	38
Wives of Disabled Soldiers, nineteen,	19
Disabled Soldiers, with one or more children, eight,	8
Widows, fifty-seven,	57
Widows with one or more children, thirty-six,	36
Orphan Children, including a few whose mothers have again married, twenty-one,	21
Mothers,	22
Fathers,	8
	209

Making the number two hundred and nine, as before stated.

I have included in this statement, four widows, two children, one disabled man, one father and one mother whose claims arose from enlistments in the naval service.

Our payments under the law commenced July 1. As the payments of that month included the monthly allowance for a large proportion of the whole number from the beginning of the year, it was, of course, much the largest. The monthly payments have been as follows:—

July 1,	$4,433.32
August 1,	732.00
September 1,	1,342.22
October 1,	914.40
November 1,	851.12
December 1,	828.00
January 1, 1867,	815.00
Making the whole amount as above stated,	$9,916.06

The whole number of applications for the aid, if we count each beneficiary an applicant, has been about two hundred

and seventy-four;* and of this number, two hundred and fifty-nine** have been in the form prescribed by the State Auditor. Quite a number of the applications were so manifestly without any foundation in the law, that the applicants did not go any further than to state their respective cases to the City Treasurer. Deducting from the whole number of formal applications the number allowed, and it is seen that the number disallowed is fifty-nine; founded upon thirty-one cases of service.

In these rejected cases, care was taken to give the applicants every possible opportunity for stating their claims; and it is believed that the most severe scrutiny would fail to discern any reason for a change in the decision of the Relief Committee. All the applications are on file, and endorsed upon each will be found the reasons why the application was not granted.

It is a fact as singular as it gratifying, that in no case has an appeal been taken from the decision of the Committee to the State Aid Commissioners; a body, composed of the Adjutant General, the Surgeon General, and the State Auditor, whose duty it is, when requested by a rejected applicant, to review the proceedings of the Municipal Authorities and confirm or reverse them as they may think proper.

While justice, humanity and gratitude have prompted us to extend the provisions of the law to every one it was intended to embrace, we have endeavored to keep clearly in view the fact, that the City Authorities are but the agents of the Commonwealth in the distribution of its bounty; and that our only guides in the discharge of this duty are the law and the instructions of its authorized interpreters. The intent of the law-making power, in its purposes of benevo-

*This, in cases of children of disabled soldiers or of widows, when they are included in the application of the parents, allows one child only.

**In these estimates, I have allowed the same proportion of beneficiaries to applicants in the rejected as in the allowed cases.

lence, must control and limit the action of its agents. We have endeavored to be faithful agents both to the State and to those it was her aim to assist.

In deciding upon the applications presented, the fact that in the case of the applicant a pension had been granted by the U. S. Government has been deemed important. The principle of the pension and State-Aid laws being the same, it was obligatory upon the City Authorities to give weight to the careful scrutiny always instituted by the officers of the general government in cases of application for pension, when application was made for the State bounty. It has been seen that our distribution of the State-Aid, under the law of April 23, 1866, has been based upon the services of one hundred and twenty-nine persons. Founded upon the service of the same persons, there have been issued by the U. S. Government ninety-seven pensions, leaving but thirty-two cases in which the aid has been extended for reasons independent of the fact that pensions had been granted. The "Disabled Men," the "Widows" and "Orphans" are nearly all pensioners. In some instances applications had been made for pensions which appeared to be well founded, but some informality had prevented final action. The unpensioned beneficiaries upon our rolls are nearly all "Fathers" and "Mothers." The number of these we have seen is thirty.

While we have regarded the fact of the pension as important in the determination of the right of the applicant, we have not considered it conclusive. The law makes no reference to it, neither is it made a *sine qua non* in the instructions of the State Auditor. The question, does the law mean to include the applicant in its provisions for relief? has been determined in accordance with the directions of the law and the interpretations of the Auditor. It was, as we have believed, in accordance with the spirit of the law to give, to a

sick or wounded soldier, or to the needy representatives of those who had died that the country might be saved, the benefit of a doubt.

In accordance with what was, it is thought, universally the opinion when action under the law commenced, in a few instances, aid was extended to the wives of disabled soldiers who had married after discharge from the service. A subsequent review of this action led to the belief, that this class of applicants was not included, under the provisions of the law. Accordingly payment to this class was stopped with the August allowance.

Payment to another class of applicants, although it had the sanction of the State Auditor, has been uniformly denied. (Auditor's Circular, June 13. 1866. directions under the head of Sect. 3.) Females who had been widows of volunteers in the service, but who had re-married, were not considered as entitled to the aid under the law, and quite a number who applied were refused. Their children by the deceased volunteer, have been regarded as in charge of guardians regularly appointed by the Probate Court. In one case only has the aid been paid to the mother under these circumstances; and in that it was ascertained that although delay had taken place in the appointment of a guardian, the mother and step-father were fully competent and entirely willing to apply the aid to the support of the children. All full orphan children have had the aid extended to them through guardians regularly appointed.

In every case, a certificate of enlistment and of such other facts as are of record in the Adjutant General's office has been required as a foundation for a claim under the law. With, perhaps half a dozen exceptions, these certificates have been obtained by the Treasurer. This has occasioned great labor; it having been necessary, in many cases, to write twice and not infrequently three times before the certificate could

be obtained. These certificates are all filed with the applications.

The notices to other towns and cities, when applications have come from residents not of our quota, and the answers required to such notices from other places where applications had been made founded upon the services of those who enlisted to our quota then resident, have involved a large amount of correspondence and much labor to ensure correctness. It is believed that there has been no failure to comply with the provisions of the law in these respects.

Forms for applicants were provided by the State Auditor.

There were but two forms provided for all classes of applicants contemplated by the law. These forms were to be filled up; and when it became necessary, altered to adapt them to the shape required. In each case nearly as much labor has been necessary as is usually bestowed upon a deed, to prepare these forms for the signatures of the applicants. Many of these were ignorant of the material facts; and labor and delay have been necessary that they might be obtained.

No statement that it is in my power to make can give any adequate idea of the labor which this part of the State-Aid operation has occasioned.

These applications when filled up and signed, were to be sworn to. Fortunately the treasurer of the city is a Justice of the Peace. That being the case, when he had filled up the form and obtained the signature of the applicant, he could administer the oath, and complete the document by adding to it his certificate that the applicant had signed it and made oath that it was true. No charge was made for this service. In no case has an application to the Relief Committee of New Bedford for the State-Aid been attended with any expense excepting the fee paid to the examining surgeon by the disabled volunteers, or those who presented themselves as

such. The examination was required by the law; which fixed at one dollar, the fee to be paid the officer appointed by the Surgeon General for conducting it.

All the labor of preparing the applications, ascertaining the facts and forming in each case the decision which the facts have warranted has been performed without any expense to those who have made to this office application for the aid provided for in the law. The wishes of the General Court and of the State officials connected with the administration of the State-Aid Law in this respect have been fully understood and carried into effect to the letter. Even the expense of conveying to the sick the monthly allowance which they were unable to call for at this office, has been paid by the city.

The State and City authorities are under great obligations to Doct. J. H. Mackie, for the careful and judicious manner in which he has discharged the duties of Examining Surgeon. His thorough knowledge of the law under which he was called upon to act, as well as of his profession, has enabled him materially to aid the authorities of the city in their efforts faithfully to discharge the duties of the agency which the law had imposed.

The care that has been extended by the Committee on Military Relief, in the administration of the State Aid Law, warrants the belief that the bounty has been distributed strictly in accordance with its true meaning and intent. No labor has been spared to obtain all the facts in each case; and a decision has been made only after a careful application of the facts to the law.

An inspection of the envelopes to each application will shew, that much labor has been bestowed in making, in every case, a thorough enquiry, and noting down the most material results.

In quite a number of doubtful cases, instead of giving an adverse decision, and sending the applicant to the State

Commissioners upon an appeal from their judgment, the Relief Committee have chosen themselves to present these cases in an informal manner to the Commissioners, and make a re-xamination founded upon the opinions obtained from this reliable source. In this way, with scarcely any trouble to the Commissioners, and without any trouble or expense to the applicants, results have been obtained having all the reliableness of decisions made at a formal meeting of the Board of Appeals. The fact that no appeal has been taken from the decisions of our Relief Committee, is conclusive evidence that the unsuccessful applicants have been satisfied that such an appeal would be unavailing.

Since our operations began, several of those first entered upon our rolls have removed from the city. As we pay to residents only, the aid ceases, when such removals take place. A number have been transferred to this city from other places where the beneficiaries have become residents.

In all such cases the same care has been extended as would have been bestowed upon original applications.

Five of those upon our list have died. One volunteer, two widows, one wife, and one mother. The volunteer and the husbands of both the widows were of Company C, 54th Regiment; and all these men, Lewis Fleetwood,* Joseph R. Campbell and Abraham P. Torrence, were of the gallant band which, led on by the noble Shaw, attacked the ramparts of Wagner. Two of them shared his grave.

Connected with the roll which has been prepared in this office for the purpose of carrying into effect the State-Aid Law, will be found, against the name of each volunteer, the facts concerning his disability or death. This record, gathered from various sources, will be a valuable contribution to the history of New Bedford in the War. If dead, the date

*Fleetwood lost a leg and died of the wound.

and the place and the cause of death are stated. If disabled, the cause and the date.

I am, sir, with much regard, truly yours,

JAMES B. CONGDON,
City Treasurer.

In Common Council, Jan. 5, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

In Board of Aldermen, Jan. 5, 1867.

Concurred.

HENRY T. LEONARD, Clerk.

1867—CITY DOCUMENT No. 5.

REPORT

OF THE

OVERSEERS OF THE POOR.

To the Mayor and Aldermen and Common Council of the City of New Bedford.

The Overseers of the Poor respectfully present their report for the year ending Feb. 28th, 1867, as follows:

The expenses at the Alms House have been	$14,877.72	
The expenses out of the Alms House	14,016.78	
Whole amount expended,	$28,894.50	
Balance on hand March 1st,	2,022.30	$30,916.80

The receipts have been as follows:

From Towns for support of their Poor,	$3,750.01	
" Commonwealth,	353.50	
" Sales from Farm,	1,635.29	
" Sale of Coal to School Department,	178.00	
" Appropriation,	25,000.00	$30,916.80

Number of admissions to the Alms House,	119	
Average number supported per month,	60¾	
Number of deaths,	4	
Cost of maintenance per week,		$4.22

Number of admissions by sentence 62, viz:

Intemperance,	21	Idle and disorderly,	6
Larcency,	9	Truency,	20
Vagrancy,	5	Disobedience,	1

The amount, $14,016.78, expended for outside relief has been distributed to 505 families, comprising 1491 persons; of this number, 179 families, comprising 545 persons belong in this City, and the amount expended on their account is $5,881.32, an average of $10.79 for each person. 101 families comprising 273 persons belong to other towns in the

State, and the amount expended on their account is $2,298.-54, an average of $8.42 for each person, which will be reimbursed by the towns where they have settlement. 225 families comprising 673 persons have no settlement in the State, and the expense incurred on their account is $3,117.-58, an average of $4.62 for each person.

Fifty-eight persons have been sent to the State Alms House at Bridgewater, and 20 assisted to leave the State.

The principal products of the Farm are as follows, viz: 4465 lbs. beef; 9075 lbs. pork; 507 lbs. veal; 300 bushels corn; 414 bushels oats; 44 bushels barley; 790 bushels potatoes; 296 bushels other vegetables; 1000 heads cabbage; 29,650 quarts milk, and 75 tons hay.

In behalf of the Board of Overseers of the Poor.

SILAS ALDEN, Secretary.

In Common Council, 3d mo. 28, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

1866.—CITY DOCUMENT No. 6.

REPORT

OF THE

BOARD OF ENGINEERS.

To His Honor the Mayor, and City Council:

GENTLEMEN: — In conformity with the Ordinance organizing a Fire Department, the Board of Engineers herewith submit their Annual Report of the condition of the Fire Department, as regards apparatus and property owned by the City and attached to the Department, and under their charge, the number of alarms of fire during the last year, losses by fire and insurance on the property exposed, together with such other matters appertaining to the Department as may be of interest to your honorable body and the citizens generally.

On account of the changes that have occurred in the Department the past year, by the disbandment of companies, and location of the engines, which is not yet fully completed, the Department, though in a good and prosperous condition, is not so fully organized and well regulated as it will be when the several engines, with their companies, have their respective locations assigned them; when the Department can be so regulated and organized as to be able to meet most any emergency in their line of duty, that they would be liable to have to cope with in this city.

During the past year, the companies attached to Hand Engines, Nos. 3, 5 and 6, have been disbanded, and one company organized, and attached to a Steam Fire Engine, located in the new engine house, on the corner of County and Hillman streets, leaving at the present time in active service, three steam engines, two hand engines, and one hook and ladder carriage, operated by a force of 170 men and nine horses. There has also been a new steam engine added to the Department this year, and is now held in reserve, but will be put in service as soon as the new engine house on the corner of South Sixth and Bedford streets is completed, which will be in a short time. This will add one more engine in active service.

There are also three hand engines and one hook and ladder carriage held as a reserve. The several engine houses and the apparatus connected with the Department are in good condition.

In view of the above statements, your Board of Engineers would respectfully suggest that it would be advisable as soon as the steamer, that is now held in reserve, is put into active service, that the company attached to the hand engine in the City proper be disbanded, feeling satisfied that with the four steamers located as they will be, it would not be necessary to keep a company for a hand engine in the City fire district, as, in their judgment, the steamers will be sufficient to meet the wants of the Department.

The number of alarms for fires since the last Annual Report was transmitted, has been 30. For fires, 29; false alarms, 1.

Damage to property amounts to	$12,675
Insurance on the same,	6,035

The following is a schedule of fires and alarms, from 12th mo. 26th, 1865, to 12th mo. 26th, 1866.

DATE.	OWNER.	OCCUPANT.	LOCATION.	LOSS.	INS.	CAUSES, &c.
1865.						
12 mo. 26,	E. Sampson,	Allen & Bliss,	121 Union street,	$25	Ins.	A can of burning fluid caught fire.
31,	G. F. Wood, Westport,	Unoccupied.	Cor. Kempton and Cypress sts.	Trivial.		Slight burning of an unoccupied building. Incendiary.
1866.						
1 mo. 3,	Watson Ryder,	Watson Ryder,	Foot of Howland street.	500		Damage of building, &c., occupied as parafine works. Caught from the stills.
18,	James Rich,	Mrs. Johnson,	157 Elm street,	500	Ins.	Partial burning of dwelling house. Incendiary.
2 mo. 12,	Elizabeth B. Carter,	Manuel DeCosta,	59 South Water street.	300	Ins.	Slight burning of dwelling house, caused by burning of bedding.
3 mo. 10,	Samuel Rodman,	E. Perry and C. Leavitt,	N. side Hillman, near Water st.	300		Burning of barn and hay. Supposed to have been set on fire by boys playing with matches.
11,	New Bedford Port Society,	Seamen's Bethel,	Bethel street,	600	Ins.	Partial burning of lower story of building, caused by defect in stove-pipe.
11,						False alarm.
12,	A. Hathaway,	A. Hathaway,	Cor. Mechanics Lane & N. 6th st.	Trivial.		Slight burning of wood in a shed building. Incendiary.
4 mo. 4,	Abraham Sanford,	A. Sanford,	Dartmouth street, near Oak.	40		Burning of a shed building. Cause unknown.
8,			Rotch's wharf.	150		Partial burning of the cabin of schooner C. J. Jones.
10,	Mrs. Samuel Heath,	Mrs. Heath,	Cor. Walnut and S. Second sts	275	Ins.	Partial burning of dwelling house, caused by defect in chimney.
27,	Estate of Thomas C. Allen,	L. Hawes & Wm. Knights,	13 Purchase street.	535	Ins.	Partial burning of a building occupied as a store. Caused by defect in furnace.
5 mo. 5,	Thomas S. Hathaway,	T. S. Hathaway,	Cor. Purchase and Elm streets.	25	Ins.	Slight burning of roof of house. Caught by sparks from chimney.
23,			23 Spring Street.	Trivial.		Slight burning of roof of building by sparks from chimney.
27,	Heirs of Thos. M. Carthy,	M. Downey, & A. J. Skiff,	70 Middle street,	700	$500	Partial burning of dwelling house. Cause unknown.
6 mo. 7,	W. A. Robinson & Co.,	W. A. Robinson & Co.,	N. side Walnut, near Water st.	50	Ins.	Slight burning of the roof of try-house. Caught from the chimney.
10,			Fairhaven,			Burning of building in Fairhaven.
7 mo. 4,						Several slight fires occurred during the day without causing a general alarm. Caused by fire-crackers, &c.
28,			28 Elm street,	Trivial.		Slight burning of roof of dwelling house. Caught from sparks from chimney.
8 mo. 9,	N. Jenney,	N. Jenney, Mr. Robinson,	38 Willis street,	1200	700	Partial burning of dwelling house and furniture. Cause unknown.

DATE.	OWNER.	OCCUPANT.	LOCATION.	LOSS.	INS.	CAUSES, &c.
25.	S. Leonard & Sons,	S. Leonard & Sons,	Leonard street,	Trivial.		Slight fire in oil works.
9 mo. 13	Green & Wood & C. Briggs,	C. Briggs and Mosher & Brownell,	Leonard's wharf,	4,800		Burning of planing mill, machinery, &c. Cause unknown.
10 mo. 4,	John Keating,	J. Keating and N. C. Tripp	246 South Water street,	500	Ins.	Partial burning of dwelling house. Caused by a defect in chimney.
22,	Messrs. Howland,	Chapman, Bonney & others,	Foot of Union st., south side.	Trivial.		Slight burning of roof of brick block. Caught by sparks from chimney.
11 mo. 9	A. Barker,	J. C. Brock,	Rear of 117 Union street.	Trivial.		Igniting of burning fluid.
23,	Estate of Charles Swift,	Jas. Pierce, 2d, T. B. Ellis, Mrs. M. Mitchell, M. Hill, E. Pond.	N. E. corner of North Second and Middle streets.	950	800	Partial burning of dwelling house and store. Incendiary.
12 mo. 2,	Trinitarian Society.	Trinitarian Church & Soc.	Cor. Fourth and School streets.	1,225	Ins.	Partial burning of Trinitarian Church. Caused by a defect in chimney.
6,	N. B. & Taunton R. R. Co.,	N. B. & Taunton R. R. Co.,	Ray street,	Trivial.		Slight fire in wood shed building.
22,	Twist Drill Corporation,	Twist Drill Corporation,	Cor. Fourth and Bedford sts.	Trivial.		Partial burning of window curtain in factory.
				$12,975	$6,035	

The amount paid for services of firemen, attached to the Department, from December 1st, 1865, to December 1st, 1866, is $6,822.59.

There has been purchased the past year 1000 feet of new patent cotton hose.

In reference to a supply of water for the Fire Department, which it will necessarily demand, as soon as the Department is fully organized, under a steam fire engine organization, your Board of Engineers would respectfully suggest to your honorable body that some early action be taken upon the subject, as there are sections of the City where there is now an insufficient supply of water for fire purposes.

They would also suggest that some efficient method be adopted in giving the alarm of fire, and the section of the City it is in, and would recommend to the City Council, that some early action in reference to some telegraph system of fire alarm be established in the City proper, feeling satisfied, in their own minds, it would be for the interest of the City, by saving in the wear and tear of the apparatus of the Department, in having some system by which the firemen can know the immediate vicinity where the fire is raging, and proceed forthwith to the location, as by the present method of giving alarms they are oftentimes misled, and much time is lost and the firemen much exhausted before arriving at the right location, all of which could be obviated in a great measure if some system as proposed should be established.

In conclusion, it is with much pleasure that we can refer to the harmonious action of the whole Department, and their zealous devotion to the interest of the City for the past year, for which we would return our sincere thanks.

And to the Committee on Fire Department, and all others

in authority, we would tender our thanks for their cooperation and support in all matters of the Department.

Respectfully submitted,

Per order of the Board,

T. P. TOMPKINS,

Chief Engineer of Fire Department.

City of New Bedford,
Dec. 22d, 1865.

In Common Council, Jan. 5, 1867.

Received and ordered to be printed and sent up for concurrence.

WILLIAM A. CHURCH, Clerk.

In Board of Aldermen, Jan. 5, 1867.

Concurred.

HENRY T. LEONARD, City Clerk.

MARSHAL'S REPORT

FOR 1866.

To his Honor the Mayor, Aldermen and Common Council of the City of New Bedford:

GENTLEMEN:—In the performance of my duty, and agreeable with the usage of this department, I herewith submit to your honorable body my annual report for the year ending December 31st, 1866.

The whole number of prosecutions before the Police Court has been 490, of which 389 were males, and 101 females.

The following are the offences:

Drunkenness,	149	Contempt of Court,	5
Larceny,	99	Keeping liquor with intent to sell,	5
Assault and battery,	93	Common drunkard,	4
Idle and disorderly,	30	Violation of Sunday law,	4
Liquor nuisance,	19	Violation of City Ordinance,	4
Sale of Liquor,	18	Disorderly house,	3
Vagabonds,	11	Robbery from person,	3
Common seller,	7	Enticing away female,	1
Peddling without license,	6	Attempt at abortion,	1
Assault with intent to rob,	3	Threatening to kill,	1
Burglary,	2	Violation of statutes in regard to billiards,	1
Disobedient child,	2	Violation of law of the road,	1
Breaking and entering,	2	Attempt to rescue prisoner,	1
Violation of statutes in regard to public health,	2	Inciting witness,	1
Defacing public buildings,	2	Rape,	1
Assault with dangerous weapons,	2	Obtaining money under false pretenses,	1
Illegal gaming,	5		

The following is the amount received and paid out by me:

Received from licenses,	$149.00	
" Officers' fees, Superior Court,	61.35	
" from C. D. Burt, police service at House of Correction,	32.50	
Balance from last year's account,	35.45	$278.30

Paid for clearing snow from sidewalks,	$32.25	
" for killing and burying dogs,	9.50	
" travelling expenses of officers in pursuit of prisoners,	15.75	
" for incidentals,	65.82	
" J. B. Congdon, City Treasurer,	140.00	$263.32
Leaving a balance in my hands of		$14.95

In my last report I called attention to the great diminution in the number of prosecutions before the Police Court, and I am gratified at the close of the current year to be able to present to your Honorable body my report showing a still further decrease since, in the number of prosecutions.

Of the higher offences some were committed beyond the City limits, and others by parties who undoubtedly visited the City for purposes of plunder with the design to subsist upon the means thus unrighteously obtained, rather than to earn their daily bread by honest toil, but in all these cases the offenders were speedily arrested and brought to summary justice, by the active and watchful vigilance of the Police.

Among the lesser offences prosecuted before the Police Court many were brought to light by officers beyond the control of the City Government, and in most instances, the means employed and the inducements offered to the weak or dissolute as an incentive to commit crime, were deemed to be beneath the dignity of this department. For where the detective officer becomes a party to the crime I cannot defend his action by any principle either of equity or morality.

It has been my practice to place one or more officers at the railway stations on all occasions where a large concourse of strangers were expected to visit the City, whose duty was to observe and watch carefully the actions of all who in their judgment merited suspicion, hence the remarkable success that has crowned the efforts of this department in bringing all offenders against the laws to swift justice.

My Assistants without a single exception have at all times performed their arduous duties to my entire satisfaction, and

have contributed much to the efficiency of this department.

I desire in conclusion, to express my sincere thanks to his Honor the Mayor, and the City Council for their ever ready co-operation in all matters pertaining to my office.

All of which is respectfully submitted.

OLIVER M. BROWNELL, City Marshal.

In Common Council, Jan. 5, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

In Board of Aldermen, Jan. 5, 1867.

Concurred.

HENRY T. LEONARD, City Clerk.

REPORT OF THE OFFICER OF THE WATCH.

CITY OF NEW BEDFORD, Dec. 31, 1866.

To the Hon. Mayor, Board of Aldermen and Common Council of the City of New Bedford:

GENTLEMEN:—Agreeably to custom, I have the honor to present this my first Annual Report as Officer of the Night Police, for the year ending December 31, 1866.

Whole number of arrests, 153—males, 104; females, 49. Offences as follows:

Drunkeness,	117	Insane,	1
Vagrancy,	10	Truancy,	1
Larceny,	9	Attempt at Rape,	1
Idle and disorderly,	8	Desertion,	1
Assault and Battery,	3	Disturbing Meeting,	2
Total,			153

Five hundred and forty-three (543) persons have been provided with lodgings during the past year; 492 males, 51 females. A good proportion of these were persons going from place to place with the pretended, and in most instances, probably, for the real purpose of obtaining employment, and most of them coming hungry and without means, were fed at the City's expense, with some simple food provided for that purpose.

The year has been marked by unusual quiet, no disturbances of any note having occurred.

Persons arrested for drunkenness have been treated leniently, and such course taken with them as was thought best under the circumstances. The City has been signally blest in

regard to fires, very few having occurred in the night time during the year. Whenever a fire has broke out the alarm has been promptly given by the watchmen, and the firemen directed to the locality, thereby enabling them to get the sooner to work. I am of the opinion that the promptness of the firemen, aroused and directed by the watchmen to the locality of the fire on that fearful night or morning of Dec. 28th, was the means of the salvation of much valuable property.

I have endeavored to impress upon the minds of the watchmen their responsibilities, and that the citizens whose servants they are, and by whom they are paid, have a right to, and do expect them to be ever faithful in the discharge of duty; with one or two exceptions, the men under me, I believe to be above reproach. Two vacancies have occurred during the year, one by death and one by resignation.

Respectfully submitted.

GEO. R. HURLBUT, Officer of Night Police.

In Common Council, Jan. 5, 1867.

Received and ordered to be printed, and sent up for concurrence.

WM. A. CHURCH, Clerk.

In Board of Aldermen, Jan. 5, 1867.

Concurred.

HENRY T. LEONARD, City Clerk.

1866—CITY DOCUMENT No. 8.

FIFTEENTH

ANNUAL REPORT

OF THE

TRUSTEES

OF THE

FREE PUBLIC LIBRARY,

OF THE

CITY OF NEW BEDFORD,

PRINTED BY ORDER OF THE CITY COUNCIL.

NEW BEDFORD:
FESSENDEN & BAKER, PRINTERS TO THE CITY.
1867.

In Board of Aldermen, Jan. 24th, 1867.

Received and ordered to be printed, and sent down for concurrence.

HENRY T. LEONARD, Clerk.

In Common Council, Jan. 24, 1867.

Concurred.

WM. A. CHURCH, Clerk.

OFFICERS OF THE FREE PUBLIC LIBRARY,

FOR THE YEAR 1867.

TRUSTEES.

His Honor, JOHN H. PERRY, Mayor of the City.
ANDREW G. PIERCE, Esq., President of the Common Council.
GEORGE F. KINGMAN, Esq., Chairman of the Joint Standing Committee on Public Instruction.
HON. GEORGE HOWLAND, Jr., JAMES B. CONGDON, Esq., JOHN P. BARKER, Esq., } at large.

COMMITTEES.

ON THE LIBRARY.

JOHN H. PERRY, GEORGE HOWLAND, Jr.,
JAMES B. CONGDON.

BUILDING.

ANDREW G. PIERCE, JOHN P. BARKER,
GEORGE F. KINGMAN.

ACCOUNTS.

JAMES B. CONGDON, JOHN P. BARKER,
GEORGE F. KINGMAN.

CLERK OF THE BOARD.

JAMES B. CONGDON,

LIBRARIAN,

ROBERT C. INGRAHAM.

ASSISTANT LIBRARIAN,

SOPHIA E. ALMY.

JANITOR,

JOHN W. WILLIAMS.

DONATIONS FOR THE YEAR 1866.

BOOKS AND PAMPHLETS.

Donors.	Volumes. Bound.	Unbound.	Pamphlets.
Akin, Ebenezer,		2	
Almy, Charles,	1		
American Antiquarian Society,			2
American Philosophical Society,			1
Bache, A. D., Supt. U. S. Coast Survey,	1		
Baldwin, J. D., M. C.	1		
Barney, Edwin L.,	4		32
Bartlett, J. R.,	1		
Boltwood, Lucius M.,		1	
Boston City Library,	1		
Boston Society of Natural History,			1
Brown, Francis H.,			1
Brownell, T. Frank,	1		
Butler Hospital for the Insane,			1
Charlestown Public Library,			1
Coffin, William C.,			3
Congdon, James B.,	4		88
Cooper Union, N. Y. City,			1
Detroit Young Men's Society,			1
Dexter, Franklin B.,			3
Dunbar, George H.,			2
Eliot Thomas D.,	32	1	13
Fall River Public Library,			1
Fessenden, C. B. H.,	1		2
Fitchburg Town Library,			1
Goodwin, William F.,			1
Grinnell, Joseph,	28		
Harvard College,			2
Hill, Thomas,			1
Howland, George, Jr.,			1
Howland, Weston,			3
Library Company, Philadelphia,			1
Lowell City Library,			1
Mercantile Library Association, Boston,			1
Mercantile Library Association, New York,			1
Mercantile Library Company, Philadelphia,			1
Peabody Institute, South Danvers, Mass.,			1
Pierce, Maria A.,			1
Providence Athenaeum,			2
Quint, Alonzo H.,			1
Raymond, Eben P.,			2
Rensselaer Polytechnic Institute,			1
Rhees, W. T.,			1
Sanford, T. E.,			12
Schouler, William,	1		

DONATIONS FOR THE YEAR 1866.

(CONTINUED.)

Donors.	Volumes. Bound.	Volumes. Unbound.	Pamphlets.
State Lunatic Hospital, Northampton,			1
State of Massachusetts,	8		
Stowe, Timothy,			5
Sumner, Charles,	1		8
Taunton Public Library,	1		
United States, Department of the Interior,	35		
Webb, Daniel E.,			2
Willey, Henry,	7		
Wilson, Henry T.,			2
Worcester Public Library,			1
Worth, Benjamin,			1
Young Men's Association, Buffalo,			1
Young Men's Mercantile Library Association, Cincinnati,			1

MISCELLANEOUS.

Arnold, James—Audubon's Birds of America.
Plates, 4 vols. folio. Text, 5 vols. 8vo.
Walton's Polyglot Bible, London, 1767, 6 vols. folio.
Robeson, Andrew—Audubon's Quadrupeds of America.
Plates, 3 vols. folio. Text, 3 vols. 8vo.
Greene, Thomas A ,—Anti-Slavery Standard, 1865.
Totten, B. T., U. S. Navy—Whitworth Shell from Morris Island, near Charlestown, S. C.

REPORT.

To the Mayor and Aldermen, and Common Council of the City of New Bedford:

GENTLEMEN: — In accordance with the "Ordinance for the establishment and government of the Free Public Library," which provides, that the "Trustees shall annually lay before the City Council, a detailed report of their doings and of the condition of the Library," the Trustees for the year 1866, beg leave, respectfully, to place before you the FIFTEENTH ANNUAL REPORT of the government of the Institution.

The librarian has, as heretofore, kept a record of the delivery of books from the Library, and by that it appears that *thirty-five thousand, four hundred and five volumes* have been taken out during the year. This is the largest number ever delivered in one year. The daily average of deliveries has been *one handred and twelve.* The issue of cards has reached *seven thousand six hundred and eighty-two.* The increase during the year has been *four hundred and ninety-four.* These statistics afford conclusive evidence that the public interest in the Library of the People has been fully sustained during the year.

It gives us pleasure to place before you a transcript of our Record of Donations. While the number has not lessened, the value has exceeded that of any former year. From the National Government we have continued to receive the valuable documents which are published by order of Congress. They are sent to us through the Department of the Interior, and during the present year, *thirty-five* volumes have been received.

The Hon. Thomas D. Eliot has again placed us under great obligations for a large number of valuable volumes. Our records and reports abound with the evidences of this gentleman's constant and long continued devotion to the interests of the Library.

From the State Government, through the Secretary of the Commonwealth, we have received eight volumes of Legislative Documents, handsomely and substantially bound.

Twenty-eight volumes of valuable books have been added to our collection through the liberality of the Hon. Joseph Grinnell, and we embrace this opportunity again to thank him for his most acceptable donations.

In a note to the Annual Report of the Trustees of 1865, mention is made of a donation from the Hon. James Arnold, of "Audubon's Birds of America." In speaking of this munificent gift, we would adopt the language of the note. "This work, so rich and so rare, the most elaborate and perfect contribution to Natural History ever made, is an acquisition to the treasures of the people's library, of which they may, without impropriety, be proud. Such is its rarity and beauty, that the possession, of itself, may be regarded as giving a character and standing to the institution in which it is found. While the people of New Bedford will rejoice in this valuable addition to their library, they will gratefully remember that this act is but the continuance of a course of generosity and beneficence which has for a long series of years, blessed the community in which the donor resides."

The following resolutions were passed and entered upon the records of the Trustees, February 2d, 1866:

Resolved, That the thanks of the Trustees of the New Bedford Free Public Library are due, and are hereby given, to the Hon. James Arnold, for his munificent donation to the institution, of "Audubon's Birds of America."

Resolved, That the pleasure we feel and the gratitude we would hereby express, upon the acquisition of this noblest of all contributions to Natural

History, are due, not solely to the fact that our collections derive from it a great increase of value and interest, but also, because the donation conveys to us the evidence, that the best and most enlightened minds among us are intent upon sustaining and fostering the Library of the People.

Resolved, That the President cause a copy of these resolutions to be transmitted to Mr. Arnold.

Voted, That the Mayor be respectfully requested to communicate to both branches of the City Council, the fact of the receipt, by the Board of Trustees of the Donation from Mr. Arnold, and copies of the resolutions which the Board have adopted.

To Mr. Arnold we are also indebted for another work of great rarity and value, "Walton's Polyglot Bible," London, 1657. Six volumes.

This year, the Hon. John R. Bartlett, Secretary of the State of Rhode Island, has completed the work upon which he has several years been engaged, the "Colonial Records of Rhode Island."

The following is a copy of a note sent our librarian by Mr. Bartlett with the last volume.

STATE OF RHODE ISLAND,
SECRETARY'S OFFICE,
PROVIDENCE, February 6, 1866.

DEAR SIR: — I send you, by express to-day, for the City Library, New Bedford, the Tenth volume of the Colonial Records of Rhode Island, completing the work. If your set is deficient in any volume, please let me know and it shall be sent.

Yours Respectfully,

JOHN R. BARTLETT, Secretary.

Former reports of Trustees of the Library have noticed, in an appropriate manner, the enlightened liberality of Mr. Bartlett, in sending us, from time to time, the volumes of the work which is now completed. Upon the reception of the last volume, the Trustees felt called upon, in a more formal manner, to express the deep obligation they were under to

that gentleman. Under date of March 3, 1866, the records were made of which we give a transcript.

"In view of the interest which has been manifested by the Hon. John R. Bartlett in the prosperity of our institution, and of the reception of the valuable work which has reached us through his agency and kindness, the following vote was passed:

Voted, That the thanks of the Trustees of the New Bedford Free Public Library be given to the Hon. John R. Bartlett, for the interest he has shown in the success of our institution, and for the valuable addition which he has made to the Library, by the donation of the ten volumes of the "Rhode Island Colonial Records."

Resolved, That a copy of this record be transmitted to Mr. Bartlett.

It was as singular as it was gratifying, that a few months after we had received the "Birds of America" from Mr. Arnold, the "Quadrupeds of America," the other great work of Audubon, should be presented to us.

In November we received from Andrew Robeson, Esq., a letter, of which the following is a copy:

BOSTON, 3d Nov., 1866.

SIR: — I have sent you, by express to-day, a box containing a copy of "Audubon's Quadrupeds of America," which you will please deposit in the Public Library as the gift of my father, the late Andrew Robeson, of New Bedford. It has not been in my power to comply earlier, with instructions long ago received.

Yours, Very Respectfully,

ANDREW ROBESON, Ex'r.

At a Trustees' meeting, held November 16th, the receipt of the work having been stated, the following resolutions were passed:

Resolved, That it has given us great pleasure to add to our collection this splendid work of the great naturalist, Audubon, and that it affords us peculiar satisfaction to have received it as the bequest of a gentleman so long a resident in our city, so widely known and so universally respected.

Resolved, That a copy of the foregoing resolution be communicated to Andrew Robeson, Esq., through whom the work was received, and that he be tendered the thanks of the Board for his kind attention to his father's wishes.

Among the interesting and gratifying incidents of the year, has been the reception, through the Hon. George Howland, Jr., ex-Mayor of the city, of a communication from the City Authorities of Dartmouth, County of Devon, England, in reply to an address which had been sent them by the meeting held in New Bedford in September, 1864, to celebrate the Two Hundredth Anniversary of the incorporation of the old town of Dartmouth.

As all the circumstances connected with that celebration are regarded with interest by this community, we have thought that we might with propriety include in this report a notice, somewhat in detail, of this greeting from our transatlantic friends. In the Appendix* will be found at length the Address and the Reply, and the documents connected with them.

The reply is emblazoned on parchment in the brilliant style in which important papers were written in mediæval times. The body of the document is in the ancient Secretary hand, and the heading, important words, principal initials and border are beautifully illuminated in gold and rich colors. A more beautiful manuscript does not, probably, exist in this country. Great labor must have been expended upon it.

The seal, which is the most prominent part of the document, is elaborated with great care and success. In the address, allusion is made to the historical fact, that the fleet of Richard, Cœur de Lion, assembled in the harbor of Dartmouth, as it was preparing to transport to the East the troops the King had gathered for his crusade. As the seal evidently commemorates that event, it is probable that at

that time the franchise was bestowed upon the Borough. The lower part of the Seal is occupied by an ancient galley, floating upon the water, above which is a half-length portrait of Richard supported by lions. The Star of Christianity shines over one, and the Crescent of Mahometanism surmounts the other.

The Address of the City Hall meeting was beautifully engrossed by Mr. George B. Hathaway, of this city. It was a plain democratic document, with none of that emblazonry that is so attractive in the Reply. Both have been most successfully photographed by the Messrs. Bierstadts, and copies sent to each of the municipalites represented at the celebration. A frame of Dartmouth Oak is being carved for the Reply, and when it shall be thus surrounded and protected, it will form one of the most attractive objects in our Library.

The model of the Soldiers' and Sailors' Monument has been placed by the Joint Special Committee of the Council in our keeping. It has been carefully renovated and will be placed, under a glass case, in a conspicuous place in the Library Room. The Monument, rising in simple grandeur in the centre of our beautiful Common, gives forth to all who gaze upon its significant and harmonious proportions and decorations, a vivid and faithful utterance of a patriotism faithful unto death. But the names of the faithful are not there — could not have been placed there. Can we not supply this want, by a printed and ornamented *In Memoriam*, which shall give, not only the names of those who died for their country, but a brief narrative of such events connected with "New Bedford in the War" as we should wish to have preserved for transmission to the generations which are to come after us?

In our last report, we laid before you a statement of the amount there is in the Treasury of the city to the credit of

the "Trustees of the Free Public Library," independent of the city appropriation.

The amount at that time was,	$358.67	
Income added during the year,	167.35	
Balance and income,	$526.02	
Expended during the year,	138.70	
Balance unexpended,		$387.32

Balances of the several accounts:

George Howland, Jr., Fund (income),	$173.57	
Charles W. Morgan Fund (income),	54.35	
Horticultural Society Fund,	84.40	
Charles Congdon Fund,	75.00	
Total,		$387.32

The possession of this income, limited as it is, has enabled the trustees to supply some of the wants of an institution such as ours, without devoting any part of the City appropriation to any purpose but the purchase of books and the necessary expenses for attendance. Occasionally a picture can be purchased having an interest for all who visit the library. Photographs of interesting documents may be obtained, and frames and mountings for maps and engravings. Books of a costly character can be sometimes purchased which would be regarded as beyond the reach of our means, had we nothing but our regular appropriation to depend upon.

During the year it has enabled us to purchase Marshal's valuable portrait of President Lincoln, and to place it in a frame appropriate to a picture so dear to the hearts of the people. Photographs have been taken and framed of the "Address" and the "Reply" of which we have given a detailed account in another part of this report.

Having this small income at their disposal, the trustees felt at liberty on the 15th of December, instant, to place upon their records the following entry.

"It was represented to the Board, that an opportunity now existed for obtaining an artist proof copy of the engraving by James Smilie, of Bierstadt's celebrated painting of the "Rocky Mountains;" and a copy of the Chromo-Lithograph of Bradford's picture of "Sealers Crushed by Icebergs," recently exhibited in this city and so universally admired; the trustees believing that our Public Library should contain these re-productions of two of the most celebrated pictures by men who for several years were residents of our City, and whose reputation is a cause of just pride to our inhabitants: do

Order, that subscriptions be made, on behalf of the Trustees, for an artist proof copy of the engraving of Bierstadt's picture of the "RockyMountains;" and for a copy of the chromo-lithograph of Bradford's picture of the "Sealers Crushed by Icebergs."

Such productions as these are not only interesting and attractive as works of art—as gratifying and training that love of the beautiful which claims an elevated rank among the attributes of our humanity—but they fulfil a higher purpose. The pleasure which they confer, and the influence they exert, are not limited to the few who have been educated into a delicate perception of the hidden "glories of art." They reach, to impart both pleasure and profit, the minds of the masses. They educate, they elevate, expand, refine and purify; thus aiding in the work of preparing man for the pleasures and duties and trials of life. A good picture is a poem; a great picture is a great poem; and Bierstadt and Tennyson are both, after the fashion appointed of their Creator, engaged in the great work of elevating the ignorant and the erring into the higher plane of intelligence and virtue.

The School Ship Masschussetts has been, by the State Authorities, placed in the waters of the Acushnet. Regarding all on board of her as residents of our City, we have informed her officers that our library is opened to them, as to the other inhabitants of New Bedford; and have extended its use, under proper restrictions, to such of the boys of the school, as it is thought may be benefited by the perusal of our books. They have, however, a good library of their own, which, through the benevolent agency of a small band of New Bedford young ladies, will soon be largely increased. The interest manifested by the people of our City in this noble State Charity is highly creditable to them, and will, we doubt not, exert a happy influence upon those whose welfare it was instituted to promote. How extensively and firmly has the conviction fastened itself upon the community that the Library is an availing instrumentality, not only of intellectual elevation and enlightenment, but of moral renovation and reform.

The continued high price of books has restricted our purchases for this year, as for several years past, almost exclusively to the new publications of the American press. We should like to do more, for our library is yet greatly deficient in the standard works of literature and science, in our language; but we are content for the present to do this, hoping that it will not be long before a reduction in the price of books or an increase of means, will put it in our power to fill up the many vacant places in our catalogue. But we would most respectfully ask that a small addition may be made to the annual appropriation, to enable us to bind up our periodical literature and rebind a large number of volumes which have become too much worn for use. The splendid work bequeathed to us by Mr. Robeson being in sheets, must be bound to be available, and the binding will be expensive.

At the last session of the Legislature, the limitation was

removed, which restricted towns and cities as to the amount to be annually appropriated for the support of municipal libraries. In view therefore of the fact, that the sum of about five hundred dollars is immediately wanted to prevent deterioration and render a portion of our library available, we would respectfully ask you to allow that amount to be added to the sum which has been for several years, annually appropriated, and that for the present year the sum of three thousand dollars be voted to the Free Public Library.

It is ten years since the publication of our catalogue. In the mean time the number of our books has been about doubled, being now in excess of twenty thousand volumes. A complete catalogue of the books of the library, not included in that first published, is now nearly ready for the press; and we are only waiting for the means, to give it to the printer. The work has been prepared by our Librarian at great expenditure of time and labor, with an accuracy and comprehensiveness which leave us in these respects nothing to desire, and we are anxious that it should be, without delay, put into a condition to be used by the public. It is very much needed by the visitors to the library and takers of the books, and for want of it the usefulness of the institution is seriously impaired. A library without a catalogue is like a book without an index. The contents of neither can be known without a great loss of time and labor. The saving of both, in one year, by the officers of the institution and their visitors, would be equal in value to the cost of printing the work so much needed. A small sum, only, would be required for the printing and binding. The work of preparation, the labor of years, is so near completion, that the manuscript could at once be placed in the hands of the printer. We are very desirous that a small appropriation for this object, so important to the interest of the library, should be made, that before many months, this pressing want of the institution may be supplied.

In conclusion, the Trustees would congratulate the City Council upon the prosperous condition of the Free Public Library, and upon the elevated position which it occupies in the estimation of the inhabitants. Every year since the liberal and enlightened action of the City Government gave it an existence, its strength and its influence have increased, and its value and importance in the minds of the people grown deeper and wider. May that liberality which established and has hitherto sustained it, and that devoted and enlightened supervision, which has fostered its growth and rejoiced in its prosperity, be unceasingly and increasingly extended, that its past, bright and prosperous as it has been, may be eclipsed by a brighter and more prosperous future.

All of which is respectfully submitted.

JOHN H. PERRY,
GEORGE HOWLAND, JR.,
ANDREW G. PIERCE,
GEORGE F. KINGMAN,
JOHN P. BARKER,
JAMES B. CONGDON,
} Trustees.

NEW BEDFORD, Dec. 31, 1866.

APPENDIX.

Address of the Meeting at City Hall, New Bedford, September 24th, 1864, for the Celebration of the Two Hundredth Anniversary of the Incorporation of the Town of Dartmouth, to the Government of the City of Dartmouth, England.

To the Mayor, Recorder and Aldermen of the City of Dartmouth, County of Devon, England:

Gentlemen: — On this day of our solemn festivity, while we are assembled to commemorate the incorporation, two hundred years ago, of the town called by a name which your historic city has borne for nearly a thousand, We, the people of the City of New Bedford, and of the towns of Dartmouth, Westport, Fairhaven and Acushnet, municipalities into which the territory of the mother town has been separated, would to you, and through you to the inhabitants you represent, send a greeting of remembrance and regard.

Forcibly and pleasantly have we at this time been reminded of the many interesting circumstances which connect your ancient borough with the town whose corporate birth-day we now commemorate. We call to mind the fact, that it was from Dartmouth, and in a Dartmouth ship, bearing a name significant of that feeling of Concord which will, we trust, forever characterize the intercourse between the two nations to which we respectively belong, that Bartholomew Gosnold in 1602 put forth upon his voyage to America, landed upon *our* shores, and upon an island often called by his name, in sight from the spot upon which we are now assembled, erected the first white man's dwelling upon the soil of New England.

Deeper still have been our recollective associations as we have remember-

ed, that it was in your noble harbor, and in the nobler hearts and homes of the then inhabitants of your city, that our Pilgrim Fathers found a shelter, when the perils of the storm drove them from their course across the ocean to found an empire in the New World. It was the memory of that providential preservation, and of the hospitality extended to them in that hour of despondency and weakness, that prompted them, when they went forth from Plymouth Rock to subdue the forest and extend the borders of their Commonwealth, to bestow upon this portion of their goodly heritage the name of that city by the Mouth of the Dart, from which they had taken their last departure for their new home amid the wilds of America.

The occasion demanded of those who had been selected to address us, a brief recital of that conflict which led to the political separation of the United States of America from the land our people have ever loved to call the Mother Country.

And while we have been moved and saddened by the recital, we have with deep and grateful feelings remembered that it was William Legge, Earl of Dartmouth, Secretary of the Colonies under George 3d, and who derived his title from your ancient city, who gave the force of his character and commanding talents in opposition to the Grenville Administration, for conciliation and peace. For the memory of this friend of Franklin, the friend of justice, the friend of peace, this high-minded christian gentleman and Peer of England, we shall ever cherish the sentiments of profound respect.

Such are some of the links of that golden chain of association which at this moment stretches across the ocean, and binds together the city whose noble harbor sheltered the crusading fleet of the Lion Hearted Richard with the family of communities which are resting near the waters of Gosnold's Hope. We would add, as a circumstance calculated to strengthen the force of the historic reminiscences to which we have alluded, that we, too, are to a great extent, a family of fishermen. At a period not remote, a whaling fleet of nearly four hundred ships belonging to the communities we represent, manned by more than ten thousand seamen, was afloat upon the ocean.

We would assure you, gentlemen, in sending you this greeting, which finds its justification in, and depends for its interest upon, the incidents and circumstances we have recited, we have a purpose deeper than the extension of a compliment, or the indulgence of pleasant and interesting associations. We wish not to withold the expression of the fact, that in the civil strife which is now raging in our land, its loyal people would fain have extended to them that moral encouragement and support that attends upon the favorable testimony of enlightened Englishmen. They feel that they are doing battle for principles which they have derived from their Saxon ancestry, and which are dear to the heart of every Briton.

Allow us, therefore, to express the hope, that the reception of our earnest and affectionate greeting will give such a direction to your feelings and lead to such an examination of the questions at issue between us and our infatuated Southern fellow-countrymen, as shall result in your giving the weight of your enlightened minds, and the testimony of your Christian character, to the cause of universal freedom. We address you amidst the smoke and the roar of the conflict; but we hope and believe that the end is near — and when peace shall be restored, and the flag of our country shall again wave over an undivided soil and a united people, we feel assured that such will then be our condition, that closer than it has ever been before, will be the union between us and our Mother Country.

Dated at the City Hall in the City of New Bedford, this fourteenth day of September, in the year one thousand eight hundred and sixty-four, upon the two hundredth anniversary of the incorporation of the Town of Dartmouth.

Signed on behalf of the inhabitants of said City and of the towns of Dartmouth, Westport, Fairhaven and Acushnet.

MAYOR AND ALDERMEN OF NEW BEDFORD.

GEORGE HOWLAND, JR., Mayor.
WARREN LADD,
JOHN P. BARKER,
GEORGE G. GIFFORD,
MATTHEW HOWLAND,
AMBROSE VINCENT,
JOHN H. PERRY.

HENRY T. LEONARD, City Clerk.

COMMON COUNCIL OF NEW BEDFORD.

HENRY J. TAYLOR, President.
WILLIAM BOSWORTH,
CALEB HAMMOND,
WILLIAM G. TABER,
ELLIS PERRY,
DAVID B. KEMPTON,
HUMPHREY SEABURY,
J. FRANKLIN KEEN,
HENRY HILLMAN,
GEORGE F. KINGMAN,
JOHN P. KNOWLES, 2D.,
GEORGE R. PHILLIPS,
JOHN W. MACOMBER,
ANDREW G. PIERCE,
WILLIAM N. CHURCH,
CORNELIUS HOWLAND,

CHARLES H. TABER, L. M. KOLLOCK,
DANIEL HOMER, CHARLES H. GIFFORD,
OLIVER P. BRIGHTMAN, WILLIAM BOWEN,
JOSIAH S. BONNEY, CHARLES H. SHERMAN.

WILLIAM A. CHURCH, Clerk of Common Council,

SELECTMEN OF DARTMOUTH.

JIREH SHERMAN, RICHARD LAPHAM,
CALVIN K. TURNER, WILLIAM BARKER, Jr.,
Town Clerk.

SELECTMEN OF WESTPORT.

E. P. BROWNELL, THOMAS SANFORD,
GEORGE LAWTON, ISRAEL ALLEN,
Town Clerk.

SELECTMEN OF FAIRHAVEN.

BARTHOLOMEW TABER, ELLERY T. TABER,
E. R. ALMY, TUCKER DAMON, Jr.,
Town Clerk.

SELECTMEN OF ACUSHNET.

CYRUS E. CLARK, WALTER SPOONER,
PARDON TABER, Jr. JABEZ WOOD, Town Clerk.

The reply was sent to the Trustees by ex-Mayor Howland to whom its envelope was directed, accompanied by the following note:

37 Sixth Street, New Bedford,
3d mo. 3d, 1866.

To the Trustees of the Free Public Library:

Gentlemen: — A few days since, on the 22d ultimo, the anniversary of the birth of our beloved Washington, I received from Dartmouth, County of Devon, England, a reply to the memorial adopted by the gathering of the people of the original town of Dartmouth, on the occasion of the celebration

of the Two Hundredth Anniversary of the incorporation of the town, on the 24th, of September 1864: which I herewith present, together with the note accompanying it from Sir Henry Paul Seale, Baronet, Mayor of that city.

I would respectfully suggest the propriety of having the reply appropriately framed and hung in some conspicuous place in the public room of the Library, that those who desire, may have an opportunity, not only to examine the beautiful style in which it is executed, but also to read the noble sentiments it contains, and thus transmit them, in the language of the Reply, "to our children and our children's children."

Your friend and Colleague,

GEORGE HOWLAND, Jr.

The following is a copy of the address of ex-Mayor Howland, which was published in connection with the Reply:

To the Gentlemen who constituted the Municipal Authorities of New Bedford, Dartmouth, Westport, Fairhaven and Acushnet, at the date of the Centennial Celebration in the year 1864:

Respected Friends: — It affords me much pleasure to inform you, that I have this day received from the Mayor of Dartmouth, England, a note, accompanied by the reply of the Municipal Body of that city, to the address which you, in behalf of the people you respectively represented at our Centennial Celebration, caused to be forwarded to the inhabitants of the ancient Borough. Our friendly greeting has called forth a response, earnest and affectionate. That you, and the people you represented when you placed your name to the Address, and sent it across the Atlantic, may enjoy the pleasure to be derived from the hearty and cordial sentiments of the reply, I place it before you, together with the note of Sir Henry Paul Seale, the Mayor. Your interest in this valuable and interesting document will be increased, when you shall have an opportunity of seeing the splendidly illuminated manuscript. It will be deposited in the New Bedford Free Public Library, where, as soon as it shall be framed so that it may be preserved from injury all who may wish will have the privilege of seeing it.

I would express the hope that the aid of the photographer, which proved so successful in multiplying copies of the address, may be resorted to for the same purpose in relation to the reply, that each of the municipalities may be furnished with a copy of both.

The date of this greeting from Old England, is the 4th, of July, 1865 — its arrival here is upon a day equally auspicious to America.

With much Respect,

GEORGE HOWLAND, Jr.,

Mayor of New Bedford, in 1864 and 1865.

Washington's Birth-day, 1866.

To the Mayor, Aldermen and Council of the City of New Bedford, and the Selectmen of Dartmouth, Westport, Fairhaven and Acushnet, State of Massachusetts, United States of America.

Respected Friends: — I have the high honor and great pleasure, in compliance with the request of the Municipal Corporation of the Borough of Clifton Dartmouth Hardness, of which I am at present Mayor and Chief Magistrate, to forward to you for your acceptance, the reply of the Mayor, Aldermen, Burgesses and Recorder of the Borough, unanimously voted on their behalf by their Council, to the very friendly and handsome address lately received by them from you.

I take this opportunity of submitting to you for myself individually, the cordial assurances of the high respect and esteem which I entertain for you and your great and glorious Republic.

I have the honor to be, Gentlemen,

Your most obedient, humble servant,

H. P. SEALE, Baronet,

Mayor of Dartmouth.

Dated Mount Boone, Dartmouth, County of Devon, England, Nov. 4th, 1865.

REPLY.

To the Mayor, Aldermen and Council of the City of New Bedford, and to the Selectmen of the towns of Dartmouth, Westport, Fairhaven and Acushnet, State of Massachusetts, United States, North America.

Gentlemen: — We, the Mayor, Aldermen and Burgesses of the Borough of Clifton Dartmouth Hardness, in the County of Devon in England, by the Council of the Borough, and I, Albert William Beetham, Recorder of the Borough, most gratefully accept your affectionate greetings and accompany-

ing testmonials of regard. We shall place them among our municipal records, and cause them to be preserved with the greatest care, in the hope that our children and our children's children may be induced to cherish and keep alive the feeling of amity which now exists between the two great nations, the younger of which clings to the fond memory of a common descent, and in all her own power and might, exults in the prosperity of the Mother Country.

We are particularly struck with the fact, that your affectionate greetings have been tendered to us by you under peculiar circumstances. We are deeply gratified in finding, that in joy and sorrow, you have been pleased to connect us with yourselves in your minds. In the festive proceedings attending the celebration of the Two Hundredth Anniversary of the incorporation of your town of Dartmouth, we were greatly honored by your remembrances; aud during the lamentable strife which lately existed between two branches of our descendants, equally regarded with admiration, respect and affection, you were not unmindful of us or regardless of our thoughts and opinions. We offer, with the greatest respect and cordiality our hearty congratulations on the prosperity of the communities we now address, and of that great and glorious community, once more united, of which you form a part; and we congratulate you most heartily on the termination of that civil strife which has raged among you. We most fervently hope and trust, that ere this, our response to your affectionate address shall have reached you, all feelings of animosity may have been buried, and have been succeeded by those generous sentiments which should fill "the breasts of foemen, worthy of each others' steel."

Friendship once more restored, we hope to see you progress in the paths of civilization and freedom. We, the inhabitants of the Old Country in the Old World, glory in the freedom we enjoy under our old institutions, modified or renovated as the time and circumstances require. And we rejoice that a nation, sprung from a common ancestry, in extending freedom and civilization in a New World, shows by its acts, that freedom is that for which she will live and die, and that freedom is the bond of union between us, freedom is the watch word which she shouts to us across the Atlantic. We fervently hope that we may be united by this common sentiment, and that civilization and science may continue to find the means of bringing us closer and closer together.

The electric fluid travelling below the mighty waves, silently and unseen, communicates from mind to mind. We fondly reflect that Newcomen's*

* Thomas Newcomen, a mechanic of Dartmouth, was the first to make the steam engine a profitable motive power. Within a hundred years, a Newcomen steam engine has been at work at the coal mines of Rhode Island.

genius helped to show to man how with safety, ease and speed to transport himself from the Dartmouth of your forefathers to the municipalities in the New World, to whose founders Old Dartmouth is pleased to be reminded she once showed hospitality and rendered assistance.

Accept the assurance, that we, "one and all," entertain for you and your country most strong feelings of regard, admiration and respect, and trust that the friendship of the two great and glorious nations may never be disturbed.

We beg you in return to cherish those kind and friendly feelings which your late Centennial Celebration appears to have aroused, and to believe that the good ship "Concord" will always find Old Dartmouth in England the same Harbor of Refuge to which in olden time she directed the "Speedwell" and the "Mayflower."

DARTMOUTH, 4th of July, 1865.

HENRY PAUL SEALE, Baronet, Mayor.
ALBERT W. BEETHAM, Recorder.
PERCY HOCKIN, Town Clerk.

SAM. W. PRIDEAUX,
R. F. BURROUGH,
GEO. HINGSTON.

JOHN BULLEY,
THOMAS W. EALES,
DOMINIC STONE,
SAM'L N. ELLIOT,
WM. SMITH,
MARK FOX,
WM. ASHFORD, Jr.,
ROBERTO WAFFIN,
ROBT. M. MORTIMER,
AUGUSTUS NEWMAN, M. D.
RICHARD W. EGG,
ROBERT CRANFORD.

1867—CITY DOCUMENT No. 9.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE,

OF THE

CITY OF NEW BEDFORD,

TOGETHER WITH THE

SUPERINTENDENT'S ANNUAL REPORT,

FOR THE YEAR 1866.

NEW BEDFORD:
FESSENDEN & BAKER, PRINTERS TO THE CITY.
1867.

In Board of Aldermen, Jan. 7th, 1867.

Received and ordered to be printed, and sent down for concurrence.

HENRY T. LEONARD, Clerk.

In Common Council, Jan. 7, 1867.

Concurred.

WM. A. CHURCH, Clerk.

REPORT.

In conformity to law the School Committee present their annual report.

During the year the anticipated cholera has not visited our City, and no pestilence has visited our schools; on the contrary we have gratefully to acknowledge a state of unusual, uninterrupted good health for the entire year. We now recall but one death in the past year among all the scholars of the public schools. But while *we* have been exempt, the public schools and the cause of popular education have suffered a loss in the death of Rev. Timothy Stowe, a former member of this Board and for three years its chairman. His disease was contracted while engaged in the service of the Christian Commission in alleviating the sufferings of our brave soldiers, and his death is another sacrifice to atone for the wrongs of our Government in the past and to perpetuate its free institutions in the future. He has passed away in the prime of life. We desire to pay our tribute of respect to his many good qualities of head and heart, to his lively interest in the cause of popular education, his genial sympathy, and his christian courtesy and worth.

We now have thirty-three separate and distinct schools, exclusive of two adult evening schools, containing about four thousand scholars and taught by seventy-five teachers, at an expense of about fifty thousand dollars per annum. With proper school buildings it is believed these schools might be reduced in number, by uniting contiguous districts and bringing the scholars together in larger schools, thus enabling a better classification of scholars and greater efficien-

cy, with less expense for school buildings, for fuel and for teachers' salaries.

EXPENDITURES.

The amount of appropriation by the City Government for Public Schools during the current financial year is fifty thousand dollars. The amount of bills approved by the Chairman during the calendar year now about to close is as follows, viz:

For Teachers' Salaries,	$35,559.55
" Fuel,	2,973.04
" Books and Printing,	2,862.33
" Furniture and Fixtures,	963.55
" Heating Apparatus,	1,454.63
" Cleaning and Whitewashing,	962.08
" Sweeping, Fire Making, Bell Ringing, &c.,	1,356.96
" Alterations and Repairs,	1,145.77
" Miscellaneous,	1,808.78
	$49,087.19

The year with the School Board begins with the first Monday in January, the financial year begins with the first of March, while the school year begins on the first Monday in September. These discrepancies cannot well be avoided, and in fact we know of no serious inconvenience resulting from them.

SUPERINTENDENT.

For the last two years our Public Schools have had the valuable services of Henry F. Harrington as Superintendent, who devotes his entire time to the School Department. The Board have made his salary the present year, two thousand dollars. His duties are delicate, multiform and arduous, and

he enters upon them with a cheerfulness, an enthusiasm and an ability which are worthy of high commendation. Being more intimately connected with the internal operations of the schools, the public is referred to his report, which accompanies this, for detailed information as to the various methods of teaching, with their results, together with other interesting matters in his sphere of duty.

By the Statute Law, in Cities and Towns where there is a Superintendent of schools, no compensation whatever can be allowed members of the School Committee for their services. With the whole time of the Superintendent at the service of the schools, the claims on the members of the School Committee would seem to be less imperative, and so they are; but nevertheless the faithful committee-man still finds that a judicious discharge of the duties properly devolving upon him constitutes no little tax upon his time. Among these duties are the examination and employment of teachers, the fixing of salaries, the determining of cases of discipline and modes of government and punishment, the selecting of text-books and arrangement of studies, the attending to the necessary expenditures for the schools and the care and oversight of all the school buildings and all the school property.

GENERAL CONDITION OF THE SCHOOLS.

We believe in no one particular, have the schools been allowed to retrograde during the year; on the contrary we think there has been a constant movement in the right direction, and that our schools to-day occupy a higher position, and are doing the public better service than ever before. By abolishing the Intermediate grade of schools and bringing the scholars together in larger schools (matters which will be found treated elsewhere in this report) we believe their usefulness would be greatly enhanced.

CHANGES.

During the year the Belville school has been discontinued, the school district abolished, the school house and lot sold, and the scholars transferred to other schools without detriment, or complaint on the part of any one.

On account of the defective construction of the Merrimac street (brick) school house, the City Government considered it unsafe to be occupied, and ordered its walls to be partially rebuilt. The schools occupying it were suspended for a few weeks near the close of the Summer term to give the committee on Public Property on the part of the City, under whose supervision the work was done, an opportunity to rebuild the walls, cement and whitewash the basement, and make other necessary repairs. It is now in excellent condition, and the schools in it are admirably conducted.

The Kempton street school house has been newly shingled and painted, which gives it a very respectable appearance.

The lower room of the Charles street school house has been put in good order, and supplied with new single desks for the accommodation of the scholars who were crowding the Intermedial schools, and those scholars gathered into that school-room under the care of an excellent and efficient teacher, who is succeeding to the entire satisfaction of all concerned.

New single desks have been substituted for the old seats in the Sixth street Primary school and a new, neat, convenient school-room has been fitted up at the Alms-House, capable of accommodating about thirty scholars. These constitute the principle changes in schools or school-houses during the year. Some further alteration will be most likely needed at the Alms-House during the coming year, to accommodate boys who are now spending their time in our streets in truancy, vagrancy and crime. The legislature have recently enacted laws enabling Cities and Towns which

avail themselves of their provisions, to *compel* the attendance at school of idle and vicious boys who have been heretofore neglected, where they may be reclaimed to lives of usefulness and virtue. The attention of our City Government has been drawn to the subject and they are now engaged in perfecting the necessary arrangements to enable us to carry out this much needed reform.

To accommodate the scholars crowding into the Merrimac street school, it will probably be necessary to remove the partition now standing between the recitation rooms, thereby making one good school-room; and placing therein an additional assistant.

It is very desirable to have the Parker street school-house arranged on the department plan, and to do this successfully requires some addition to the building. The matter was brought to the attention of the City Government, but they thought the season too far advanced to warrant undertaking it the present year. Another year it is hoped will see it accomplished.

A hall is very much needed on the third floor of the Fifth street Grammar school building for the general exercises of the whole school, and we hope at no distant day to see the need supplied.

The necessities of the High school are many and imperious. All the inconveniences which it labored under a year ago exist to-day in an aggravated form. All the arguments then adduced in favor of a new High School building to-day have additional force. To enable us to make any considerable reform in this school, we first of all imperatively need for it better school-room accommodations. These cannot be had in the present High school building without an outlay which we would not recommend. Even if they could, the present building is all needed by the Grammar school, now occupying a part of the building as a tenant with the High school.

There is no one thing the school department now so much need to enable them to work the whole machinery of the schools successfully, efficiently and economically, as a new High School building. The want of this blocks our progress in various directions. It renders it impossible to do for the High school itself what we desire and ought to do for it. It deprives us of the rooms which it now occupies which we need for the Grammar schools. With the present High school rooms at the disposal of the Grammar schools, we could so arrange and classify the Grammar schools, as to enable us to abolish entirely the Intermedial grade of schools, by placing the upper classes of that grade, which now gives more trouble in discipline than all the other schools put together, into the Grammar schools where they would be brought under the government of a gentleman principal; and the lower classes into the Primary schools. With this system, which, at the same time that it is more economical, is more effective, we can bring the scholars together so as to secure better classification, and by dispensing, as we could, with two or three of the poorest school-houses, make a saving in the care and expense of buildings, in cost of fuel, and in salaries of teachers by requiring a less number to accomplish the same work, which would be more easily and better done. We do not believe our people are disposed to withhold the needed means for the proper education of their children, and we most unhesitatingly declare that in our judgment a new High school House is an urgent necessity. We hope the new City Government will take the matter immediately in hand and that in 1867, we shall see the needed structure completed.

CHANGE OF TEACHERS.

There has been more than the usual number of changes in teachers during the year. Five of the lady teachers have

left the service to be married. We are sorry to lose their services in the schools, but nevertheless, we would have it distinctly understood that we bear losses under such circumstances with philosophic resignation. Several others for various reasons have resigned their situations. We desire in this connection to make particular mention of Miss Sarah A. Osgood, who resigned her place as assistant in the High school at the close of the last term, a place she had ably filled for the last six years. Her rare intellectual powers, aided by broad and generous culture, her love of study, her quick and keen preceptions, her lady-like deportment, her aptitude for teaching, all combined to make her an accomplished and successful teacher.

GOVERNMENT.

The government of the school-room has generally been considered an excellent illustration on a small scale of a limited monarchy; but we have had now for about two years in the Fifth Street Grammar School, in the principal's room, a school that is *self governing*, a little model republic and a very good model too. The girls and boys make their own laws and choose their own officers to execute them, and we challenge the State to produce a better governed school, whether considered in its general deportment, the work done, or the character evolved.

HOWLAND GRAMMAR SCHOOL ASSOCIATION.

About two years ago Master Woodard, a boy in humble life in the Middle Street Grammar School, conceived the idea of forming a society for the prevention of profanity and vulgarity. The idea was well received by his teachers and comrades, and also by the Superintendent, and a society has been organized called the "Howland Grammar School Association," in honor of Mrs. Rachel Howland, who had ex-

hibited a deep interest in the undertaking and had given substantial proofs of her desire for its success. On the 4th of July last, this Society held a public meeting in the largest Church in the City, when addresses were made by several of its own members and by Mrs. Howland and other friends of the enterprise. Subsequently the Society gave a collation in Pierian Hall to which they invited the City Government, the School Board, the teachers of the Grammar Schools and other friends. We hail this movement as being one in the right direction. A society of this kind formed by boys, among themselves, for themselves and managed by themselves, as it is, is a precursor of a better state of things. Boys at this age are peculiarly exposed to temptation and are more easily led astray, than at any other time in life; and a society that will save them from the foolish, ungentlemanly and wicked use of profanity and vulgarity will do more than save them from these sins; it will save them from evils to which these sins lead; and, as in the practice of wrong, one seldom stops with the commission of a *single* wrong, so in the work of reformation, if these boys are properly encouraged, they will not stop until they have developed manly, christian characters and wrought their own salvation. We commend their undertaking to the kind sympathy and encouragement of the whole community.

PUNISHMENT.

While we are opposed to the use of corporal punishment except in cases where other means fail, we are not prepared to say it shall never be used. With imperfect teachers, imperfect systems of government and imperfect training at home, with frequent applications of the rod, it is hardly reasonable to expect that the scholar can be governed in school without sometimes applying the rod. In cases where the

teacher has not the moral or magnetic power to command respect and secure order, the rod *must* come in aid; for without respect and order there can be neither favorable mental conditions nor healthy progress. *While we believe corporal punishment should never be resorted to, we are sorry to be compelled to confess that our teachers and systems of government are not yet so far perfected that we know how to get along without it.* To avoid corporal punishment we would not resort to something worse which we believe is sometimes done. It is hardly to be expected that we should be able to obtain teachers of the highest power to educate and to discipline, who possess all the christian virtues, for the compensation we are permitted to pay; and this brings us to the consideration of

TEACHERS' SALARIES.

We bear cheerful testimony to the zeal, the devotion and the faithfulness with which our teachers as a class apply themselves to their duties. Even the parents themselves do not manifest so much interest in the education of their children, as do these devoted teachers. We know of no class in the community who are required to perform service that demands so much time, labor and money to prepare one's self for, so much tact, talent, and ability to properly perform, and which so severely taxes the strength and energy of the performers, that is so poorly paid, as that of public school teachers. It is true they are engaged in school but about six hours a day for five days in the week with their classes, but this is by no means all nor the principal claim upon their time. *The successful teacher must ever be a learner.* They should acquaint themselves with the progress in literature, in science and the arts. They should make themselves familiar with the new systems in teaching and be able to decide on the best. A broad and liberal culture is essential to the thorough teacher,

and so far as this is gained from books it requires *money* to buy them and *time* for their study. The salaries of our lady teachers have been increased the present year from twelve to fifteen per cent., while the salaries of the gentlemen teachers remain substantially the same. It must be apparent to every tax-payer *who himself supports a family*, that our gentlemen teachers cannot with their salaries support a wife and children as a teacher's family *should* be supported. No one renders a better service to the community than the teacher, and it is a shame to us, if his income from his teaching does not yield him an adequate support for his family. Not only should the teacher be paid a salary sufficient to meet current needs, but the salary should be sufficient to enable him to lay by something for old age, when he cannot teach. The duties of the teacher are as difficult of performance, their labors are as important and useful, as those of any class of persons in any department of life, and the same financial inducements should be held out to them and the same rewards attend their faithful efforts, as to other callings in life. While he feeds the minds of our children, let us see to it that he has the means of keeping the wolf from his own door.

Below will be found a table, by which it will be seen what is paid for teacher's salaries in the various cities of the Commonwealth, except Boston, which pays higher salaries than any other city. It will be seen that we are behind most other cities in the salaries we pay to our gentlemen teachers. It is confidently believed, that the enlightened and liberal policy of our city council will lead them to appropriate a sufficient sum to enable us to accomplish a neglected duty, by voting the teacher the salary he ought to receive.

SALARIES PAID PUBLIC SCHOOL TEACHERS IN SOME OF THE PRINCIPAL CITIES IN THE STATE OF MASSACHUSETTS, IN 1866.

	HIGH SCHOOLS.			GRAMMAR SCHOOLS.		INTERMEDIAL.		PRIMARY.		
	Principals.	Sub-Masters.	Female Ass'ts	Principals.	Assistants.	Principals.	Assistants.	Principals.	Assistants.	
Springfield,..	$2,000	1,500	550	$1,500	$400 to $450	$400	$300	$400	$300	{ Penmanship, $1.500
Lowell,.....	2,000	1.500	500	1,500	350 to 400			350 to 400		{ Music, 1,500
Salem,.....	2,000	1,200	650 to 850	1.500	500			525	450	
Fall River,...	1,200 to 1,400	none.	525 to 625	1,125 to 1,325	385 to 425	385 to 475	370 to 400	385 to 425	370 to 400	
Worcester,...	2,500	none.	650 to 700	1,400	500		475	450	400	
Lynn.....	1,650 to 2,000	none.	575 to 650	1,300 to 1,500	400 to 450			400 to 450		
Chelsea,.....	2 300	none.	700	1,800	350 to 500			350 to 500		
Taunton,.....	1 500	750	500	1,200	375	375	250 to 300	375	250 to 300	
Charlestown,	2,000	1,400	475 to 775	1,600	425 to 700			450	400	
Lawrence.....	2.000	none.	525 to 700	1,400	400 to 500	400 to 450	350 to 400	400 to 450	350 to 400	
Newburyport	1,200	950	400 to 450	900	350			350	325	
Roxbury,.....	3.000		500 to 1,000	1,800	450 to 675			400		
New Bedford.	1,300	1,200	525	1,200	450	400	400	450	400	

ADULT EVENING SCHOOLS.

The evening schools for adults which have now been in operation for eighteen years were opened in Sears' Hall in October. The males meet on Monday, Wednesday and Friday, and the females on alternate evenings. 139 males and 110 females are availing themselves of its advantages, thus showing the appreciation in which it is held. We believe it is doing a good work.

CONCLUSION.

The School Board the past year have endeavored conscientiously and faithfully to discharge their duties, with what success their fellow citizens must determine. Their duties when properly done, we consider the most important of any class of duties performed by any of the public's servants. They are important when considered in a financial point of view, as the money we expend is no inconsiderable amount; but when those duties are considered with reference to the direction and tone we give to our institutions of learning, to the training and discipline we furnish as the foundation of character for our children, their importance cannot be estimated. No higher duty can be performed by any class of men than to furnish a community with an education for its children, that will enable them to meet the calls of christianity and patriotism, of God and their country.

Respectfully submitted on behalf of the Board.

CHARLES ALMY, Chairman.

On motion of Mr. Kirby,

Voted, That the thanks of the Board be tendered to Charles Almy, Esq., for the faithful, efficient and courteous discharge of the duties of Chairman.

On motion of Mr. Devoll,

Voted, That the thanks of the Board be also tendered to Wm. Howe, Esq., long the efficient Secretary of the Board.

Voted, That the above votes be appended to the anuual report.

SCHOOL COMMITTEE, 1867.

WARD 1—Charles Almy, Joseph H. Cornell, J. Wingate Frost.
WARD 2—Wm. Howe, James M. Lawton, Benjamin S. Batchelor.
WARD 3—William R. Chisholm, Charles L. Swasey, Horatio A. Kempton.
WARD 4—Samuel P. Burt, Charles B. H. Fessenden, Henry B. Clarke.
WARD 5—Edmund Rodman, Humphry S. Kirby, Charles T. Bonney.
WARD 6—Sylvander Hutchinson, Pardon Devoll, Bartholomew Otheman, Jr.

ORGANIZATION OF THE COMMITTEE.

CHARLES ALMY, Chairman. WILLIAM HOWE, Secretary.

STANDING COMMITTEES.

ON HIGH SCHOOL—Almy, Rodman, Fessenden, Bonney, Burt.
ON GRAMMAR SCHOOLS—Fessenden, Chisholm, Hutchinson, Kempton, Cornell.
ON INTERMEDIAL SCHOOLS—Burt, Kirby, Lawton, Frost, Batchelor.
ON PRIMARY SCHOOLS—Clarke, Hutchinson, Devoll, Cornell, Otheman.
ON COUNTRY SCHOOLS—Rodman, Kirby, Lawton, Frost, Batcheldor.
ON ALMS-HOUSE SCHOOL—Bonney, Chisholm, Otheman.
ON EVENING SCHOOL—Devoll, Howe, Hutchinson.
ON UNGRADED SCHOOLS—Batchelor, Bonney, Hutchinson.
ON EXAMINATION OF TEACHERS—Almy, Fessenden, Burt, Clarke, Rodman, Devoll, Howe.
ON TEXT-BOOKS AND LIBRARY—Almy, Rodman, Fessenden, Kempton, Bonney, Clarke, Chisholm.
ON ACCOUNTS—Almy, Kempton, Kirby.
ON EXPENDITURES—Almy, Frost, Lawton, Kempton, Clarke, Kirby, Devoll.

SUPERINTENDENT OF PUBLIC SCHOOLS,

HENRY F. HARRINGTON,

OFFICE, CITY LIBRARY BUILDING.

Office Hours, 8½ to 9 o'clock A. M., 12 to 1 P. M. Saturdays from 2 to 3 o'clock P. M.

ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS,

FOR THE YEAR 1866.

REPORT.

To the School Committee of the City of New Bedford:

GENTLEMEN:—The approaching close of another year brings with it the obligation to present to the Board a written Report of the doings of the year. And I happy to open the Report with the expression of my conviction that our schools as a whole, have been carrying forward a faithful and successful work; that most of the teachers have labored with self-sacrificing devotion and been animated by an intelligent enthusiasm, that has led them to form and strive after an ideal higher and truer than any present performance; thus giving cheering promise of still better things in the future. And this, certainly, is a very hopeful condition of affairs.

There are some annoying obstacles in the way of attaining this ideal. But almost all of them are occasioned by defects which it is not in the power of the School Committee to remedy, and which are as manifest and vexatious to them as to the teachers and to me. So far as the legislation of the Board and the spirit of its control are concerned, they have been uniformly and heartily in the right direction. There has not been a trace throughout the year, of the petrified "old-fogyism" that keeps the schools of so many of our cities and towns at a stand-still. But all apparent and presumed defects in the school system have been remedied; improvements have been made wherever opportunity has occurred to introduce them; and tentative experiments cordially authorised, to test the value of novel suggestions. In addition, many members of the Board have given no little unpaid time to the service of the schools. And all its employees, myself included, have been incited

to engage in their duties with lively energy, and be ceaselessly on the alert to introduce superior methods of action, by the conviction that their endeavors would be always appreciated and every solid improvement sustained.

SCHOOL ACCOMMODATIONS.

The obstacles I refer to are mainly occasioned by defective or insufficient accommodations for the schools, preventing the Committee from carrying out the plans that they have matured for their superior organization and progress. The imperative demands of the schools in this regard were pointed out in detail in last year's Report by both the Chairman and myself, and they have been repeatedly pressed on the attention of the City Government at other times. The present year's Report by the Chairman again sets them pointedly forth; and let us hope that they will not be lightly regarded and dismissed by those on whom rests the responsibility of supplying the schools with the requisites for effective work.

I do not suppose that any of you, Gentlemen, would expect immediate attention to all these needs, even from the most favorable disposition of the City Government. But what you *do* feel that you have a right to anticipate, is, that the vital interests of the schools shall not be compromised by refusal or neglect *to do anything;* but that a beginning shall be made without delay towards an ultimate supply of their wants, by that undertaking which is at once the most important and urgent of all, viz: the erection of a new High School House.

I cannot dismiss this important topic without putting the question, Why, when successive School Committees, for many years, have urged the necessity of building a new High School House, has little or no heed been paid to their earnest pleas? It surely is not because the city has been so liberal in superseding old school houses with new ones that it is

requiring too much to ask further appropriations for the same purpose. The school houses themselves will very promptly set that point at rest; for, let the members of the City Government take a stroll some pleasant day, for the purpose of inspecting the school property, passing first through the High School premises, garret-recitation rooms and all, and as they go on, making a deliberate survey, inside and out, of the Charles Street, Kempton Street, Sixth Street, and "Grove" houses, and they will not accuse their predecessors of having exhibited an undue regard for either the comfort and convenience of the schools, or the reputation of the city. Furthermore, it is a simple fact, that the whole amount expended in the erection of new school buildings since 1830, will average only about *two thousand one hundred dollars a year;* a sum which, had it been included, year by year, in the appropriations, would not have been felt in the least, and which is less in proportion either to property or population, than has been brought to pass in the same period by any other considerable community in the State.

I fear that there has been a reluctance on the part of some members of the city government adequately to meet the requirements of the public schools in this particular, because quite a large number of those who are heavily taxed for their support derive no personal benefit from them, as their own children are educated in private schools. At any rate, there are unmistakable evidences that our public schools fail to enlist in their favor, the pride, the forethought and the solicitous sympathies of many of our influential citizens, on this account.

This fact, with its causes, constitutes a great public misfortune. It is a condition of affairs that obtains here in New Bedford to a far greater extent than in any other locality with which I am acquainted. It is rarely the case that in the High School at least, if in no other grade, all classes are

not fully represented; making that School the special interest and pride of the whole community.

And yet, withal, there are considerations which, if duly appreciated, ought to beget a universal concern for the well-being of our public schools. The number of children in New Bedford last spring, in all the private schools, was *five hundred and fifty;* the number in our public schools at the same time was more than *thirty-six hundred.* Thus, let it be carefully noted, at least *eighty-seven per cent.* of the children of New Bedford are taught in her public schools!

It is the public schools, then, that constitute, by a long remove from everything else, the paramount educational interest of the city. And the beneficent results of our system of free education are too general as well as momentous, to admit of any such plea for the neglect of it, on any body's part, as that he reaps no advantage from it because his own children are educated in private schools. What have the common schools of Massachusetts accomplished, in view of her well-being? What have they been, considered as instruments to establish her high character, produce her enlightened and diffused comfort and happiness, nourish her prosperity, create and disseminate her influence and constitute her power? Does any one hesitate about the answer? "Where had Massachusetts been," in the words of another, "if through her common school system, she had not found out and utilized all her intellect? What would she have been but for all those men, who inspired by the magic influence of education, have come forth in every generation, in such numbers, from her farm houses, her work shops, from her laboring classes, from her lowest places, from her little red school-houses at the forks of the roads, to be her highest ornaments, her statesmen, poets and philosophers, to guide her manufactures, to build her cities, to invent her machines, send forth her ships, to fill the learned professions and endow and instruct her colleges?

It is brains rather than soil that beget prosperity;" and Massachusetts, through her common schools, has made the brains of all her people intelligent, and so made her great.

Whence came forth the eternal ideas, on which as an impregnable basis of action, our late civil war was fought and brought to a glorious issue? "Ask any man, anywhere," says our author, "from South Carolina to Minnesota, black or white, ignorant or intelligent, ask him where this struggle of ideas began and got its first nourishment and strength, and he will point to Massachusetts." Yes, the inception, progress and issues of the war have taught us—can the momentous truth be too often repeated—that republican institutions, high social aims, true prosperity and universal comfort and happiness, are the product of universal intelligence; and that intelligence can be widely diffused and transmitted, only by a system of common schools.

New Bedford has been distinguished for her high appreciation of the principles of right and humanity that have of late so exalted the national character; and surely she does not mean to neglect and discredit her schools, which are her best contribution to the creation and maintenance of such a character. She cannot afford it; and would feel to her agonized centre that she cannot, were the contingency actually forced upon her. Let the needs of our public schools then, be candidly set forth and fully understood; and let us trust and believe that the patriotism as well as humanity of our city government and the community in general will take alarm at the thought, that these schools are in some important respects inferior in quality to what they might become, and the hopeful ideals of the School Committee for their advancement kept in abeyance, for the want of appliances to improve the one by actualizing the other.

Meanwhile, the way to beget in all classes of our community a heartfelt and active interest in the public schools, as

effectual as it is direct and simple, is to furnish them with such superior accommodations and instruction, that by the irresistible attraction of such superiority, they shall gather to themselves those who are now taught in other schools. The starting point for this, as for all that the School Committee have most at heart to accomplish, is a NEW HIGH SCHOOL HOUSE.

I pass on to a review of the specific work of the year; and I begin with

THE PRIMARY SCHOOLS.

In last year's Report I spoke in warm commendation of the reformation that has taken place of late in the management of this grade of schools; and expressed my purpose to request of the incoming Board the means to fit up two of our Primary rooms, in different parts of the city, with the requisite appurtenances for the practical application of the new methods, so that I might be able to give experimental lectures to the teachers of this grade.

Your Board, with kindly promptness, seconded my desires; and the rooms, one in the Bush street, the other in the Cedar street school house, were furnished accordingly. Before they were in readiness, I gave a series of lectures in the School Committee Room on the principles of the new system as distinguished from the old, and then transferred my efforts to the rooms in question.

I have not anticipated nor desired a sudden revolution in the management of our Primary schools. Any such changes would be likely to be only flashy, superficial applications of the new system, that would do more harm than good. The teachers have first to understand intelligently and thoroughly the principles involved in this reform. They have then to feel their way by experiment, into the full and successful practical application of them, gradually substituting the new

methods for the old. And what is equally material, and not within their power to compass, their schools must be reorganized so that there shall be no more than two classes in each room.

These prerequisites will necessitate slow progress. In my own experimental lectures, I have to make haste slowly, practising as I must with little children, to whom what I seek to accomplish is strange and untried: and if I succeed in impressing on the minds of the Teachers at each lecture, a single point of the multitude that pertain to the subject, I feel that I have done all that can reasonably be expected. Much ground, therefore, still remains to be passed over. But even thus far, I am encouraged to believe that real progress has been made towards the perfected results at which I am aiming. The Teachers have given me their cordial attention. The best spirit is prevailing among them. To some of them the subject is not new; and these welcome all the more heartily the systematic consideration of what they have long felt a deep interest in and made a partial application of. Many have already fully freed themselves from the trammels of the condemned rote method, and with intelligent resolution are steadily and auspiciously bringing their modes of teaching into conformity with the new order of things. And I think that the Teachers of this grade, as a body, are prepared to accept the following propositions as the comprehensive basis of their school work.

1. The methods of teaching which have prevailed heretofore in our Primary Schools are entirely false; because they reverse the order in which nature develops the mind of a child. It is of the first importance therefore, that a Primary Teacher should comprehend the character of the youthful mind and its mode of operation.

2. The faculties through which nature first develops the mental powers are the *perceptions*. Therefore in teaching

little children the primary agencies of instruction must in all cases be *things*, *objects*, *realities*. Whatever cannot be thus taught is beyond their capacity, and to teach anything otherwise is to retard their development. Their intelligence is invariably to be appealed to through the senses. The concrete thing must precede its abstract symbol, the *word*; and not a step should be taken without associating sound with sense.

3. Eye, ear and hand should all be systematically taught, so that habits of accurate observation may be formed. The ear must be trained to discriminate with precision between different sounds; the eye between different forms, sizes, colors, appearances; the hand between different measures of weight and resistance, and those qualities that come within the scope of the sense of touch. These are foundation stones of a true education.

4. The body must sacredly be cared for if only for the mind's sake. Therefore no constrained positions must be enforced; and physical exercises must be judiciously interspersed among the mental, to cultivate muscle as well as mind.

5. To keep a small child sitting still with nothing to do, is an outrage upon nature and an individual and public wrong. Every child therefore, must have something given it to do; some letter or word to copy or picture to imitate; anything, except being assigned a senseless rote-lesson, and told to study it.

6. The minds of little children tire speedily; therefore from ten to fifteen minutes is as long as any recitation should be protracted in a Primary School.

7. There is no really healthful and profitable instruction that is not agreeable to the learner; therefore the school-room should be made the most delightful place in the world, unless it be their homes, to the children who gather there.

Having settled down with clear intelligence on so much,

which embraces, in general terms, all the principles that are involved, the way is open to the details by which they are to be carried out. This end will be steadily kept in view. My lectures will be resumed as early and continued with as much regularity as circumstances will admit. And I hope not to dismiss the Teachers from any one of them without having suggested something that will prove of lasting benefit.

INTERMEDIAL SCHOOLS.

Nothing has occurred in connection with this grade that calls for extended notice. The peace and progress of most of its school have been aided by the fact, that last spring, as a measure of relief to their crowded condition, their rude and careless elements were culled out, and formed into a separate school by themselves. But the corps of teachers of this grade embraces some of our best teaching power, such as would produce successful results under any circumstances.

At the beginning of the Fall term, two classes instead of the usual one, were transferred to the Fifth Street Grammar School from each of the Intermedials that supply that school, except the William Street; the object being to fill up its vacancies that had casually became numerous. To effect this, a portion of the scholars in the Grammar School had to be advanced in position with some little arbitrariness. But the smooth and orderly result has proved, I think, that individual scholars might be put forward with advantage in the schools generally, oftener than is now the case; a custom that would serve to stimulate many of the scholars with ceaseless ambition, and also to break up the repressive tendency of our rigid classification; while the effective manner in which the system of study prevailing in the Fifth Street School has been brought to bear on the lower of the two classes lately admitted, renders all the more apparent the advantages to be derived from an abolishment of the Intermedial grade.

THE GRAMMAR SCHOOLS.

The most noticeable fact in connection with the Grammar Schools is the abolishment of the Fall examination for admission to the High School. Of a consequence the first classes will remain such an entire year; and will reap all the advantages of that position free from the excitement and drive of any anxious competitive ordeal, until near its close. I feel sure that incalculable good will result from the change; that those who hereafter will be sent to the High School will be better prepared than heretofore, while those who may go directly from the Grammar School into active life, will possess a far more available and useful stock of knowledge than they would otherwise have acquired. Moreover the relief from pressure that the masters gain, will enure to the general advantage of their schools.

The Grammar Schools are each and all in fine condition; and with the admirable temper that prevails among the teachers, the earnest spirit of inquiry that animates them to fresh acquisitions, their ardor to develop a higher range of accomplishments and to emulate the best existing schools of a corresponding grade—to all which I rejoice to bear my cordial testimony,—their schools must continue to do a faithful and satisfactory work. And if only the eager desire of the Masters of the Middle and Parker Street Schools for the department plan could be realized, and the three schools placed in possession of halls for their general purposes, comparatively little would be wanting to their complete equipment, supplimenting effectively their vivid internal vitality.

Of the present course of study in this grade of schools I shall have something to say in another part of this Report.

THE HIGH SCHOOL.

The abolishment of the semi-annual examinations for admission to this school, so beneficial to the Grammar Schools, will ultimately prove, I am confident, of equal

advantage to its welfare. The good effects cannot be fully realized at once, because, in the first place, the classes now in the school that entered in the Fall must graduate at the same period; thus preventing a present organization on the basis of four classes only. Secondly, the present class-rooms are so small as to necessitate subdivisions of classes for purposes of recitation, that thus practically become equivalent to so many distinct classes; consuming, as the result of this enforced condition of affairs, a vexatious and damaging amount of time.

But let us hope that the school will ere long be put in possession of a new school house, whose ample accommodations will inaugurate a far better state of things.

To remove any possible occasion for complaint in consequence of the abolishment of the Fall examination, an unusually large class was admitted in July. But to the credit of the Grammar Schools, it was not necessary to drop the standard to effect this by any means so low, as at some previous examinations had been necessary to make up an entering class of an average number.

The unwieldly size of the class thus admitted, it having sixty-seven members, made it requisite to employ an additional teacher until the graduation of the first class should give the stated corps more time to attend to them. Miss Codding of the class graduating in May, was appointed to the place.

There have been some interruptions during the year in consequence of the ill health of two of the assistants, Misses Fox and Osgood. Miss Fox received leave of absence for the entire fall term, and her place was supplied by Miss Clara Webster. I am glad to say that she has resumed her duties with recovered strength. I am equally sorry to record that Miss Osgood resigned her situation at the close of the last term. Miss Wheeler has been appointed in her stead; and Miss Mendell, late of the Fifth Street Grammar School, is occupying Miss Wheeler's former position.

The graduating exercises of the class who received their diplomas in May, took place in Liberty Hall, and were of such a character, calculated to secure public interest and attention, as ought uniformly to accompany the graduations from such an important institution. The occasion was successful in all particulars, and one on of its features that was made quite prominent, and I have reason to believe peculiarly acceptable,—I mean the Reading,—I take occasion to make a word of incidental comment. It was made thus prominent, not for the gratification of the passing hour alone, but mainly for the ulterior purpose of manifesting to the community that the school authorities consider the exercise of Reading in the schools one of vital importance; and of enjoining on the teachers, so far as such a demonstration might have the force of a precept, that they are expected to give to that exercise their careful and constant attention.

At the graduating exercises in November, the Reading was equally admirable, doing great credit to the graduating class and the other members of the schools who took part in it.

COUNTRY AND EVENING SCHOOLS.

These classes of schools are severally under charge of acceptable teachers and doing well. A change of Principal in the Cannonville School has mollified certain asperities that had previously interfered with its progress, and the Principal has sustained herself in her position with much discretion and success. Ten scholars from the town of Acushnet, admitted this winter to the school so named, have increased its numbers to sixty-six, making an additional teacher requisite; and Miss Lydia I. Sears has been appointed assistant in the school.

THE UNGRADED SCHOOL.

This school was established last year as a doubtful experiment, a portion of the Committee being opposed to it on

several grounds. It was argued by some that it would not be praiseworthy economy to cull out the vicious and laggard elements from the various schools and concentrate them in a school by themselves; while others felt sure that a school so constituted could not practically succeed.

But the results of the undertaking have dispelled all misgivings. The school is an established fact. I think that the Committee are unanimous in considering it to be an important feature of our school system; useful in itself and essential to the best interests of the other schools. It is in all regards a practical success; while the moral objections that had been expressed against it have been dismissed, because experience has proved that the evils that seemed to be inevitable may be prevented or restrained by careful supervision and discipline.

The school has averaged about ninety scholars under the care of three teachers; the exceptional characteristics of the scholars demanding far more attention, and consequently a greater proportional teaching force than other schools. In the department under the immediate charge of the male Principal are placed such boys of ten years of age and upwards, as through unusual ignorance, cannot be classed with those of their own age in the regular schools, or such as, through chronic laziness and indifference have been hindrances to their classes, or thirdly, such as, because of habitual misconduct, cannot judiciously be continued elsewhere. In the other department are placed such girls, as, for any reasons, would be at personal disadvantage in the other schools, or detrimental to their interests; and the boys of tender age who answer to the same description.

Of course the intellectual progress of such a school cannot be very imposing. Necessarily sub-divided into many classes, opportunity as well as good material is wanting to the possibility of rapid progress. But more express attention can be

bestowed on each individual than could be given under ordinary circumstances; while in addition, the scholars are prevented from interposing those vexatious interruptions to the progress of other schools which would be inevitable were they distributed as formerly. Thus the advantages of the school to the peace, order and moral wellbeing of the other schools are of a marked and vital character.

Such is a rapid statement of the organization and condition of the school, and the good effects of its formation on the other schools. As has been said, vigilant circumspection prevents or neutralizes the evils that had been feared. And let us congratulate ourselves that it is so. For the existence of such a school in a community like this is absolutely necessary to allay the anxieties of many parents as to the moral security of their children, and to bring in and keep in our public schools a class of scholars whose thoughtful home training makes them a very desirable and useful element. Just here occurs the point—I almost dare to say the only point having a show of validity—wherein common schools are brought into disrepute with a large and increasing number of the public. Their advantages, such will admit, are great; but the moral exposures they necessitate are fearful. It is questionable whether even boys should be subjected to them; and as for placing pure-minded, sensitive girls, in the formative period of their lives, in the company of the coarse and vulgar in speech and behavior, it is not to be thought of.

I repeat it, this is the only forcible argument that can be urged against a system of public schools; and it is so often urged, that it demands the most candid and serious consideration. On general principles I believe most heartily in the democracy of education. I believe that the best kind of training for a boy, here in America, to fit him for the duties of citizenship, to empty him of all narrow, exclusive and arro-

gant notions, and break him healthfully into the roadways of his life-work, so that he shall know how to meet those who hail from every class of society to be found, on a common plane of manly and generous endeavor, is to bring him up in the promiscuous public of a common school. And there are corresponding advantages to be gained by the girls of a community, whatever may be their station; in the opportunity to realise through the intercourses of a common school, the impartial democracy of virtue and of mind; the universality of the ennobling characteristics of human nature; the profound truth, that it is very frequently contrasts of outward fortune alone, and not of personal worth, that separate between the lofty and the low.

But I believe that such a charge as this against the practical influence of common schools takes the question out of the range of general principles; and that those parents who honestly prefer it have a claim to our sympathising and respectful attention. This admission, I am aware, will be promptly met by two replies, from two very different points of sight. On the one hand, it will be said that human nature is human nature everywhere, and that the moral distinctions supposed to exist between public and private schools are less real than might at first appear; that private schools are select only because various individuals following out their preferences, select to send their children there; and therefore one is by no means sure of bettering the moral surroundings of his children by changing them from a public to a private school. Moral dangers pertain to every kind of school. The difference will be found to be limited almost entirely to the coarseness of the impurities in the one case and the refinement of them in the other. And moralists are by no means decided which of these aspects of impurity is on the whole the most pernicious.

On the other hand it will be bluffly asserted, that all

squeamishness on the subject is ridiculous. Children, and especially boys, must be exposed to temptation sooner or later, and it is better for them to get broken in early. Let them meet all sorts of children at school. It's all the better. It's good for them.

Against this latter reasoning—very common I am sorry to say,—I enter my indignant protest. He who consciously subjects his child to unnecessary moral exposure, flies in the face of the claims of human nature and of the God who made it. The Saviour taught us to pray, "Lead us not into temptation." And if there be less moral exposure in a private than a public school, by all means let the children attend private schools.

But that is the question; and without drawing any invidious distinctions, I close these brief references to this important subject by expressing my profound gratification that the Ungraded School, established in part for the purpose of freeing our schools of those elements whose influence might be pernicious, has proved, in this and other regards, so signal a success. Without being forced upon elaborate pleas to vindicate common schools, this Board is practically saying to our citizens, Come, one and all, send your children to the public schools. We will employ as teachers only those whose characters are unexceptionable, and enjoin them to maintain a diligent watch over the moral condition of their schools; and to protect from adverse influences every child committed to their charge. And whenever a scholar shall, through speech or behaviour, exhibit traits that may imperil others, that scholar shall be removed to a more appropriate school. Profanity, vulgarity, and every injurious form of coarseness shall be earnestly and unremittingly discountenanced; and truth, purity and refinement as steadily praised, illustrated and supported. Let all have faith in our public schools.

HOWLAND GRAMMAR SCHOOL ASSOCIATION.

The Chairman of the Board has spoken in terms of warm commendation of this organization. The interest and importance of the subject will justify some further details.

In the year 1835, the brother of the writer was Master of the Hawes Grammar School, in South Boston. It stood in what was at that time a sparse and not very refined neighborhood, and many of the scholars were very profane. Anxious for a reform in this particular, the master instigated some of the purer and manlier among the boys to form a society for the suppression of the vice. The plan succeeded. The society soon became a power in the school; and, finally, whoever was not a member of it lost caste among his schoolfellows.

One day the noble Amos Lawrence, on one of his habitual horseback rides, was passing the school at recess time, when he stopped his horse, and said to one of the boys near by, "Why is it that when I ride by any of the other Grammar Schools when the boys are out, I am sure to hear more or less of profanity and vulgarity; but here, where I should expect to hear more perhaps than anywhere else, I hear little or none?"

"Oh sir," the boy replied, "we have a society pledged against such things."

Deeply interested, Mr. Lawrence inquired more closely into the history of the society, and the next day the master received a congratulatory note from him, enclosing fifty dollars towards the library of the society. He remembered it on subsequent occasions in the same manner. And when the Lawrence School was formed out of the Hawes district, it perpetuated the Hawes School Society in a new and more complete organization, taking the name of Mr. Lawrence, who gave to it between that period and the time of his death nearly two thousand dollars.

It has been for long one of the cherished purposes of my heart, if ever circumstances should allow it, to repeat in some public school or other this successful and most useful experiment. And I had not been long here, when I casually discovered that a similar society, organized by Master John Woodard, of the Middle Street Grammar School, was already existing in that school. It was small in numbers and limited in influence; but it suggested the immediate possibility of a wider field of action and greater results.

As soon as I could give time to such a project, the preliminary steps were taken; and a committee elected from the three Grammar Schools met and framed a constitution. This was accepted by those intending to be members and a Society was formed.

It called itself "The Howland Grammar School Association for the Suppression of Profanity and Vulgarity," taking the name of an honored lady of the city who, at the first intimation to her of the formation of the Society, had hastened to show her heartfelt interest in its existence and purposes.

The School Committee likewise gave the Society confidence and hope through their generous recognition, and grant of the hall under their control for its meetings. And our citizens generally expressed their sympathy with the movement, by donations that enabled the Association to inaugurate its existence on the 4th of July, by public exercises and a bounteous collation.

Thus sustained and invigorated, it has gone forward in a career of steady prosperity and influence. It now numbers 125 members. Its meetings are carried forward usually in the most orderly manner, the members becoming more and more familiar with parliamentary usages, and studying earnestly how to practice them in a dignified, manly way. A late trial of a member for breaking his pledge was conducted

with such a sober appreciation of the moral interests involved, as to be deeply impressive.

Literary exercises alternate with the business meetings, in which the members practice themselves in debating and declamation. And thus the Association is not only of value as a moral agency, but is directly and powerfully efficient in supplementing the instructions of the school house. It is delightful to me to recur to the creditable spirit that the great majority of the members have all along manifested; and their determination to render the existence of their Association of the greatest possible value.

In behalf of the Association I thank you, Gentlemen, for your fostering interest, and bespeak its continuance. I think the Association to be worthy of it. I can scarcely limit in mind, the advantages, of both a moral and intellectual character, that under right direction, are destined to spring from it.

By the kindness of the City Government, its meetings of late have been held in the City Hall. But they have been repeatedly interfered with by other uses for the Hall; and I trust that the time is not far distant when the existence of a Hall in one of our school buildings, will enable the Association to convene under happy and permanent auspices.*

SUPERNUMERARY TEACHER.

Last year the Board created the office of "Supernumerary Teacher;" the object being to have an experienced person always at hand to supply vacancies in the schools occasioned by sickness or otherwise, and at other times to relieve the regular teachers for short periods, so that they might have opportunity from time to time to visit other schools and thus acquire by observation of others' methods, suggestions for

* I acknowledge with gratitude the aid rendered in the formation of the Association by J. A. Stearns, Esq., Master of the Lawrence Grammar School, South Boston.

improvement in duty, that might never occur in the routine of their accustomed work.

I anticipate very favorable results from this arrangement, my experience for many years having shown me that there is a point of weakness in our ordinary school systems for want of precisely such a provision. In a corps of teachers of any considerable size, temporary illness is very frequently occurring. And it is usual to supply the vacancies thus created, with such persons as may happen to be at hand to fill them; and since teachers at once competent and experienced are not very often instantly attainable, these substitutes, in most cases, are unsatisfactory. If competent, they are likely to be inexperienced; and while such employment is of no advantage to them in acquiring experience, for brief occasions of the kind afford no real opportunities for the purpose, it is of course of scarcely more advantage to the schools they take charge of. The absences of teachers, therefore, when supplied in the ordinary manner, may fairly be counted as very nearly so much positive loss to their schools.

But let there be an apt, experienced, energetic teacher in service for this very purpose. She goes into a school suddenly left to her charge. Self-possessed, she is at once mistress of the situation. She takes up the customary work of the school just where the regular teacher left it off, and carries it forward with successful power; and her brief reign, instead of being a confused striving after the *how* of things, is a special profit to the school.

Thus it is that Miss Taber, who has filled the office of Supernumerary for more than a year, has admirably vindicated the good judgment of the Board in her appointment, and proved the exceeding importance of the position. The aggregate of the days during which she has thus supplied vacancies for the past year amounts to nearly *two-thirds* of the

whole school period; a space of time of very material value to the schools.

I turn now to the other objects intended by the appointment of a Supernumerary. It has been considered by educators generally, of such indispensable advantage that teachers should occasionally visit other schools than their own, that a provision exists in almost all School Regulations, allowing them to be absent from school a day or half day, each quarter, for the purpose. But two serious evils ensue from such a regulation. First, the substitutes are most frequently of the unsatisfactory kind already spoken of; and second, under such a merely permissive rule, only the earnest and inquisitive, who are therefore already good for something, take advantage of it. Other classes, to whom it should be of special assistance, neglect it altogether.

Having had command for a portion of the time of the services of the Supernumerary, I have been enabled to systematise the visits of our teachers to other schools, without any consequent injury to their own; and I think we owe no little of the elastic spirit of inquiry and improvement that is conspicuous among them, to the results of these opportunities. Some have gladly occupied the time thus afforded them, regardless of the expense, in visiting the best schools of Boston and other cities, and making long and close comparisons, to be turned to good account at home.

In relieving a teacher for the purpose of visiting, I am accustomed to designate what schools I desire to have her visit, and what characteristics of those schools to give special attention to; my directions being suggested by what I have been led to think would be most for her advantage. And at the close, I have required a statement of her impressions. A few have seemed to receive no impressions; to have been capable of no critical observation; and such I have set down as wanting in that creative activity of mind which is indica-

tive of a wide-awake, valuable teacher. But the most have delighted me by their clearsighted and judicious comments.

I have bestowed considerable attention on this topic, because, so far as my knowledge goes, the office of Supernumerary Teacher for the purposes that have been noticed, is a novel feature in a school system, and is to my mind as important as it is novel. No salary is more laboriously earned than that of the Supernumerary; no services are more valuable to the schools.

To our great regret Miss Taber resigned the position at the close of the Fall Term; and Miss Almena V. Hathaway, Assistant at the Merrimac Intermedial School was appointed to the vacancy.

TEACHERS' MEETINGS.

The Teachers have been convened in general session nine several times during the year; sometimes by my official call, at others in compliance with the request of members of the Board. Topics of a practical character, relating to discipline, methods of teaching, distribution of time in school exercises and the like, were discussed, and the meetings were, each and all, of eminent advantage.

I shall hold Teachers' meetings during the coming year, even more frequently, I presume, than the regulations require; and, in view of the excellent results of those which have recently been called and conducted by members of the Committee, I respectfully suggest the expediency of instituting a series during the coming year to be under the immediate supervision of the Board. It is of peculiar benefit to school authorities, in order that their legislation in reference to the practical affairs of the school room may be wise and judicious, to avail themselves of the experience of the teachers whom they employ. Let it not be said that teachers cannot be trusted to such an extent; that their

opinions will be moulded by their selfishness, and they will favor themselves to the prejudice of their schools. This may be the case with a few, for there are drones in every hive. And let such, when discovered, be dismissed with contempt, as a disgrace to their vocation. But the great majority are above the reach of such an imputation. Indeed their personal interests are really so identified with the interests of their schools, that selfishness is likely to dictate an earnest advocacy of what will contribute to the best advantage of the latter. And for my own part, I am free to acknowledge that I receive great assistance towards an enlightened and trustworthy position on many important points, from an interchange of opinions with our teachers.

CORPORAL PUNISHMENT.

The use of corporal punishment in Schools, freshly brought to public notice by an instance of its real or fancied abuse in one of our cities, has stirred up no little agitation, of late. Meetings have been held in various quarters to discuss its propriety; gentlemen of the highest reputation and influence as educators or philanthropists have denounced it as a blot on the civilization of the age; and some of our communities have taken the decisive step of forbidding an appeal to it under any circumstances, in some, if not all, of their schools.

The public seem to be demanding the intelligent discussion of the subject, and to know precisely where their school authorities stand upon it. It becomes us, therefore, to take it into deliberate and candid consideration.

The Chairman of the Board, in his Report, has briefly but clearly presented the views of the majority of the members on the exciting theme. And I take occasion to add a few thoughts that I trust will not be out of place.

I remark, first, that all our sympathies, in the abstract, are

with those who would abolish corporal punishment. Our schools are for the instruction of our youth; for the culture of their minds and the elevation of their characters. They are in no sense Institutes of Correctional Police. Anything like vindictive or retributive penalty is out of place in them. The remark sometimes carelessly escaping the lips of a teacher respecting an offender, that "he deserves a good whipping," betrays an *animus* that entirely mistakes the object of school discipline.

I am disposed to go farther than these generalities. There are solid grounds, both in theory and practice, for believing that the use of the rod in schools is a dangerous instrumentality in a moral point of view, that it need be resorted to at most only on rare occasions, and that we should set our faces steadily towards its final abolishment.

For, in the first place, no man in his senses favors recourse to it, now-a-days, on any theory of its abstract utility. On the contrary, it is emphatically laid down, even by its most strenuous advocates, that it is never to be administered for ordinary delinquencies, never until milder means have first been exhausted, and never unless it be made to operate on the moral sensibilities as well as on the physical. Now let these three conditions be fairly carried out, and nine-tenths of the corporal punishment inflicted in our schools would instantly cease.

Again, let us examine closely into the validity of the last of these conditions, viz: that the rod is never to be resorted to unless it be made to operate on the moral sensibilities as well as on the physical. I strongly doubt the fact of a connection of any sort between a smarting back or hand and the moral sensibilities. The logic that would establish it must, from the nature of the case, be exceedingly lame. There are no doors of admittance to the higher nature that can be made to open smoothly and directly by applying the *oil of*

birch to their hinges. And if this be so, then the use of the rod is at once estopped, according to the conditions, in any and every case.

Again it is an argument of the defenders of the rod that if home discipline were what it should be, there would be no need of severity in our schools.

This is doubtless very true. But the reflection springs at once to the mind of the philanthropist, that the class of homes from which those scholars come who are most disorderly at school, is, for the most part, that in which the standard of character is degradingly low; in which ignorance and passion are prime ministers; coarseness of speech and behavior are the rule of conduct, and blows and curses perhaps, are as common as the hours. Therefore the finer sensibilities of the children have become blunted or imbruted; and such children, surely, who would seem at first glance to be governable only by brute force, are of all, the ones who should be made to feel it least. Instead of reproducing in school the low principles and methods of government that have already demoralized them, we should be careful to surround them with an atmosphere of love and sympathy; we should set the genial, winning regime of the school-room in the strongest possible contrast with the coarse brutalities or neglect of their homes; we should make them feel that they are thought of and cared for; instead of stern reprehension, enforced by blows, they should witness the tears of our pitying grief at their perversity; they should always behold in their teacher a beautiful example of the noblest type of character; and we should thank God, if, by such means, we can get a ray of Christian sunlight into their benighted souls.

Such are some of the reflections that come into the mind when we hear the current arguments loosely urged in favor of corporal punishment. We cannot nullify the momentous

fact for a moment, that, in a system of education intended for the mass of the people, the cultivation of the moral nature is of more importance than that of the intellect. And it is the sharp and true apprehension on the part of the public, that the use of brute force must have directly and powerfully to do with the permanent quality of the feelings of those who are subjected to it, that creates such a lively susceptibility to any instance of its abuse. When, therefore, the anti-rod party insist that the question of the influence of its use over character is of infinitely more importance than any facilities for intellectual progress that may be secured by it, and that that influence is always damaging, they plant themselves on a foundation where they must be fairly and candidly met by its advocates, or else they will obtain an easy victory. It is not enough to show that corporal punishment accomplishes certain important ends, where other agencies prove ineffectual, if it can be proved that at the same time, in any sense, it lowers or vitiates the tone of character.

Passing now to inquire into the success of attempts to abolish this instrumentality, we find that it has been found possible to get along without it even under the worst of circumstances. There are districts in some of our largest cities comprising the most troublesome class of scholars, in which it is not only never used but absolutely forbidden. And here at home, some of the most touching and cheering of our school incidents are the occasional reformations to be witnessed of perhaps apparently the most hardened and obtuse with whom our teachers have to deal, through the influence of kindly persuasion, where a resort to brute force would have only hardened the more.

Such are some of the principles that lead us to feel that the use of corporal punishment is of doubtful expediency in a moral point of view, and some of the facts which encour-

age us to believe that its use may be very much restricted at once; and that when our teachers are placed among circumstances that will give them time to exercise moral suasion more effectively, without neglect of other duties, we may successfully abolish it altogether.

In view of what has been said, it seems to me to be futile to attempt to justify the use of corporal punishment, except on one of two grounds: first, that the pressure put on our Teachers by our school system allows no time for the adequate use of moral suasion; and second, that the stony absence of moral sensibility in some children forces us upon an appeal to animal fear, as the only means to secure their good behavior and start them on a better track.

As to the pressure put on our teachers, what are the facts? To begin with the Primary grade; from every quarter, every year, in the Annual Reports, comes the cry that too few school houses are provided for the number of scholars; so the poor, little things are literally packed together by scores. I venture to say that there is not any considerable and increasing community to be found, in which there are not, in the Primary Schools, as the general rule, from sixty to eighty scholars in a room, to be cared for by a single teacher. And a teacher so circumstanced is expected to see to it that her scholars accomplish their allotted tasks; to hear four, five, six, perhaps seven classes twice over in a session, and to enforce the necessary order and silence to enable her to do so, and yet to find time and spiritual resources enough for all this, with never an appeal to the principle of fear. This whole business of thus packing small children into school houses in crowds, is inhuman, both as regards Teachers and children. It destroys the possibility of justice to either the intellects or the hearts of the little ones. It prevents all such classification and methods of teaching as would make school time interesting, and keep

the scholars silent and attentive. It is the restlessness, fretfulness, or bold disobedience consequent on the unnatural and irksome constraint in which these defective arrangements force us to keep the scholars, that chiefly prevents the abolition of every form of severity in Primary Schools; and it is adding insult to injury when some high-strung Philanthropist comes along and denounces a teacher so circumstanced for occasionally resorting to corporal punishment; as though she used it only to gratify her malicious propensities, and it could be successfully abolished in her school with a wag of the tongue!

And also as we go up into the higher grades, it is the large number of scholars placed under the care of each Teacher that more than anything else prevents the possibility, in justice to other duties, of dependence on moral suasion alone. I myself have often spent from half an hour to an hour and more, with a transgressor who has been reported to me, in striving to arose his dormant moral sensibilities and induce him to amend. What would have become of the studies of my school all these whiles, if I had been a regular Teacher?

Now for these defective arrangements, not the School Committees nor Teachers are responsible, but the *people;* the very people whom so many haters of the rod are striving to stimulate to a peremptory and unintelligent prohibition of its use. And let us hope that the recent agitation of the subject will induce our communities, instead of jealously watching and coldly criticising their teachers, than whom, as a whole, a more intelligent and faithful class of persons cannot be found, to remove from their careworn pathways all unnecessary obstacles to the genial universality of the agency of love.

I am glad to report that there is comparatively but little corporal punishment in the schools of New Bedford. The subject receives my constant attention, and our teachers

often consult me as to their duty in regard to it with conscientious scrupulousness and a heartfelt desire to practice the best methods of discipline. We are all anxious and resolute to reduce the use of the rod to a minimum, as determined by what is requisite for the good of individual transgressors, as well as the preservation of due government in the schools.

Meanwhile, there, in view of all our teachers, are the illustrious examples of those who are succeeding admirably under the most adverse circumstances, without an appeal to force! Their success is due, without question, to remarkable personal endowments. Such rare endowments, no doubt, are "born, not made." Yet it is possible to acquire such lofty principles, such an impressive self-control, such refinement of feeling and manners, and such an efflux of spiritual truth and life out of deep, living fountains within, as to compensate in good part for what nature has withheld, and endow with the most persuasive power. To these acquirements and consequent triumphs I affectionately commend our teachers.

In closing I take occasion to warn our teachers, that through their desire to avoid multiplying cases of corporal punishment, they do not fall into the habit of having recourse to practices, which exert all the pernicious influences attributed to formal and acknowledged corporal punishment, without any possible good effects. I refer to such acts as boxing the ears or mouth, pulling the hair, shaking the shoulders, placing in constrained or tiresome positions, shutting up in closets and the like. For whatever inflicts bodily pain or places in physical fear is, strictly speaking, a corporal punishment. Let us have none of these petty, dodging substitutes, under any circumstances. If the judgment and conscience say that punishment must be inflicted, let it *be* inflicted, and honestly and fairly recorded. Better

anything than a resort to what is in reality a confession, not only of the want of objective, moral power, but also of proper self-control.

TRUANCY AND ABSENTEEISM.

I stated in my last Annual Report that I proposed to give the important subject of Truancy and Absenteeism from school my careful attention, and submit my conclusions in a special Report. Subsequently the Board appointed a Committee of Three, of which I was one, to make investigations into the amount and frequency of these evils, to consider whether a better system than that now existing could not be devised to check them, and also to ascertain the propable number of neglected children growing up in ignorance and vice.

This Committee laid their Report before the Board in September; and it was ordered to be printed in the newspapers and in pamphlet form.

As the public as well as the Board were thus made acquainted with the merits of the subject, I will not go over the ground again. I will only subjoin the statement of the Committee that truancy is alarmingly on the increase, and that there are at least *a hundred* children in the city between the ages of seven and fifteen, who are habitual absentees from school, and growing up in ignorance and vice; and their conclusion that the execution of the Statute respecting the latter, and also of that respecting Truancy ought to be committed to one competent person, who should give his whole time to the duties of his office.

A draft of an ordinance in conformity with these conclusions was reported to the City Government, but has not been acted on; consequently the new Government, if it purposes action in the premises, must take up the subject afresh.

I express the earnest hope that it will not suffer one meet-

ing to pass without giving attention to a matter of such vital interest to the good of the community. And should an ordinance be passed in conformity to our well considered propositions, I trust that no narrow views of economy will interpose to prevent our procuring the services of a person as Truant officer who shall possess qualities of mind and heart adequate to the responsible duties that will devolve upon him. Where the moral good of the youth of the city is so deeply concerned, surely the question of a little more or less in the salary of a competent officer is of comparatively little importance.

IS OUR TEACHING THE BEST KIND OF TEACHING?

It becomes my duty in my Annual Report, not only to give an account of the schools, but to make such suggestions as I may think important to their future well-being. And in compliance with that duty, I desire now to ask your attention to some thoughts that I trust you will not consider of slight value. They concern *the course of study and methods of teaching in our Grammar Schools.*

Some time last Spring a conversation occurred in the Committee Room between several members of the Board, on the condition of the schools; and in the course of it, one remarked in effect as follows:

"Well, notwithstanding the superior classification and system that distinguish the schools of the present day, and the added fact that the children attend continuously from five years old to fourteen and fifteen in the several grades, I dont see that much more, if any more, of real, available learning is accomplished, than when, in my boyhood, the children had a Winter school of three months, and a Summer school of about the same length; and after they had attained the age of from ten to twelve years, attended only the Winter school each year. They know no more

of Arithmetic, no more of Grammar, no more of Geography; they can't read and spell any better in most cases; can't write a better letter, nor understand the thoughts of others in conversation, any more readily; nor do they seem to have been schooled to think any more freely and intelligently than then. The immense parade about system and classification, and the immense expense, to use a vulgar phrase, "dont seem to pay."

These remarks I noted down to reflect upon. And though we must certainly accord the average scholar of the present day more advantage in comparison with the average scholar of the former generation, who was trained up in "the red school-house at the forks of the roads," than the speaker was disposed to do, still I think we must all feel a certain painful humiliation that the contrast between their attainments is not far greater than it is.

I coupled with these remarks, one made not long ago by a gentleman in the U. S. civil service at Washington; to the effect, that, of the many letters received by him in the course of his duties from every part of the country, none, as a class, were worse written, worse spelled and worse expressed and punctuated, than those from New England. This was at an Educational meeting in the State of New York about two years ago. It was doubtless an exaggerated statement, and colored by prejudice; but it is painful that it should have had foundation enough to be suggested to the author's mind.

Let us look into the matter. What is at fault, that, with such a costly and boasted school system, and the continuous attendance of our children at school through all their childhood, they should possess so little of what may be comprehensively termed, *available intelligence and mental resources*, at the period of their graduation from the Grammar Schools? That so many of them cannot read the printed thoughts of others with freedom, correctness and apprecia-

tion; cannot clothe their own thoughts with appropriate and easy expression, either in conversation or writing; do not seem to *have* thoughts that go beyond lean common places; are sadly ignorant of the why and wherefore of the every day facts of practical life; what is at fault?

I think the fault is easily discovered. Educators have gone on, from year to year, zealously improving the systems of school organization and the methods of teaching, and all the while have preserved in use, without question, not only very much the same studies as of old, but what is now more especially in point, have maintained those studies in the schools *in almost the identical order of precedence as to their relative values*, that has prevailed from the early days of New England's schools. They seem not to have raised the question in any spirit of reformatory determination, whether those relations of value are based on solid discriminations, or are merely casual and arbitrary. Thus the order of studies fifty years ago in Grammar Schools, according to their relative values in public estimation, was as follows:

First and a long odds before everything else, *Arithmetic*; second, *Grammar;* third, *Geography;* fourth, *Spelling;* fifth, *Reading*. A scholar, above all other things, must cypher well. To be quick at figures, to undertake fractions successfully without hesitation, to work promptly out any given sum in Proportion, Rule of Three or Square Root, was a surpassing triumph. And if, in addition, the mazy intricacies of Milton's or Cowper's verse could be readily parsed, the rules and definitions being given without missing a word, and the conjugation of the verbs reeled off without tripping, there needed to be added to these illustrious acquirements only the ability to spell all the hard words in the spelling-book, Apocrypha, Zephyr, Diaphragm, Poignancy, Idiosyncrasy, Epicycloid, Physic, Phthisic and the like, to render him worthy of immortal honors. He might not be able to

read two consecutive sentences without blundering. He might know as little of the sense and sentiment of the passages he parsed, as the man in the moon. He might not be able to write an ordinary letter of friendship or business in a creditable way. He might be possessed of no vocabulary whatever for the uses of life, beyond the commonest forms of speech. But all that amounted to but little. He was a notable scholar. He could cypher and he could parse. And he was ready to make his way in the world.

Now I do not think that the ancient estimate of the relative values of the ordinary Grammar School studies which led to such ridiculous results as I have thus pictured, has been greatly changed up to the present time. As of old, Arithmetic is the first of studies. In many a school in New England today, there are two lessons given out in that to one in any other branch. Grammar follows next. And Reading as a study, seems to be of such merely incidental account everywhere, that I know of no High School for admission to which an exercise in Reading is prescribed, and a defined standard of attainment in it is requisite. An examination to enter a High School ordinarily embraces lists of questions in Arithmetic, Grammar, Geography, Spelling, and History, and sometimes it includes Writing. But never to my knowledge, are the candidates required to read. They may not be familiar enough with the language to penetrate into the meaning of the definitions that they are to encounter in the text-books they are immediately to use. No matter; they are familiar with the technics of Arithmetic, Grammar, Geography, &c., and they go in.

Indeed, in one of the prominent cities of another State, last year, while Reading was not taken into account at all for admission to the High School, Arithmetic and Grammar were each reckoned *twice*. And it is no uncommon thing to find the amount of reading to be accomplished in the

schools restricted, for the sake of uniformity, to a certain number of pages; thus preventing the possibility of such free intercourse with the reading book as would impart readiness and ease in reading. These are very good illustrations of the relative values put on Grammar School studies by the community at large.

And what is the effect of thus treading with mill-horse fidelity in the well-worn ruts of custom? Why, simply and directly, our children, prosecuting study according to the same standards as of old, with the same character of attainment prescribed as the measure of success, accomplish comparatively little more than scholars used to do; although the latter went to school only five or six months in the year and the former go all the time. The difference of time is mainly exhausted in playing variations, as the musicians say, on the same tune. There is a splendidly systematised routine of work beginning ever and anon afresh at the same point, and invariably having in prospect the same end.

I am ready now to ask, are the existing notions of the relative values of our Grammar School studies so just and true to the demands of nature and society, that they should remain precisely what they have been for a hundred years? Is not more, far more, to be gained to the cause of education by a readjustment of those values?

This is certainly one of the most important questions that can be put to educators at the present time. With a settled uneasiness in many minds that the Common School System is far from producing what is reasonably to be expected from its splendid machinery and equipments and vast expense, it is time to be finding out if possible, what is accountable for a performance so little in keeping with the promise.

I am limiting the steps of my present inquiry, as will be perceived, to Grammar Schools. I do so with express and serious purpose. For it is the Grammar Schools of the land,

and not the High Schools and Colleges, that should be the paramount objects of attention and concern, as illustrations of the success and worth of a Public School System. It is the object of enforced education through enforced taxation, it is indeed its only justification, to prepare the children of the whole people to become, not so much splendid scholars, as *good citizens.* Good citizenship is the ultimate of the legitimate purposes of a Governmental system of free schools. The higher culture provided for in the higher Institutions of learning is, of course, in certain relations, of inestimable value. But it is in the Grammar Schools that the great mass of the men and women of the land obtain all the fitting, so far as school instruction can prepare them, for the duties and engagements of life. Take for illustration our own city. At a rough calculation, more than *three hundred* scholars enter the Grammar Schools every year. Yet of these only an average of *seventy* became members of the High School, and of that seventy, nearly one half drop gradually out before the end of the second year, thus making their Grammar School learning comprise the bulk of their attainments. What an immense per centage of our youth, therefore, terminate their study when they leave the Grammar Schools, as compared with any other class of schools! What a paramount position, in very truth, that grade of schools maintains in the grand educational system; and with what intense solicitude should their condition and progress be watched!

Pursuing our inquiry, I ask now, what is it that we should have in view to accomplish, as the chief object, intellectually speaking, of an ordinary common school education?

1st. To supply the mind with materials to work with and instruments to work by. 2d. To develop, train, and strengthen by discipline, its powers. I think that these two definitions embrace the elements of the whole question.

And how are the studies pursued in Grammar Schools, as now selected and taught, effecting these purposes?

1. First comes Arithmetic. What does that accomplish for the mind that it should enjoy the immense preference in esteem over the other studies that is so universally awarded to it?

In the first place, does it furnish the mind with its choicest instruments to work by? Certainly not. The special instruments of Arithmetic are *figures;* the symbols of number and quantity. And important as these may be in the practical work of life, their range of usefulness, from the very nature of the case, is immeasurably inferior to that of *words*, in view of the general operations of the mind. It is in words or language, that we have the glorious store-house of the instruments, by which mainly, thought, in its lowest and highest ranges, its widest reaches, its interior workings and its exterior applications is to wield its powers and achieve its masteries. It is even a mooted question whether it is possible to think at all without words. And in every word that may be garnered up in the mind's vocabulary, not as memorised by miserable rotework, but thoroughly understood, its meaning and uses clearly apprehended—whenever it occurs in study or comes back to recollection, one has the skeleton of a living idea; yes, perhaps the germ of a whole train of ideas. He has an appeal to the reason, furnishing data for its judgments. Or he has images for the imagination, starting it forth on glowing excursions, perhaps to soar up to the very fountain of life and light, and deal with the eternal elements of being. Even Arithmetic would be sorely hampered in supplying its special symbols to the mind, if it were not for the assistance of words. And how inevitably meagre indeed, the furnishing that the mind gets from those special symbols, in comparison with the range of activity that is opened to it through its mastery of words!

In the second place, is Arithemtic of such superior importance as a means of *mental discipline*, that it should usurp the foremost place in the Grammar School course of study?

I think that just here we find the chief bulwark of its pretensions. The Mathematics—and Arithmetic as a part of it—has been quite generally held to be so admirably qualified to discipline the mind as to deserve almost exclusive rights in this regard. I will not delay to consider the why and wherefore of this confidence. The reasons are familiar to all. But I will proceed at once to examine whether the investigations of the metaphysicians into the philosophy of the subject would lead us to anticipate, or our practical observation to rely upon, any superiority of the kind.

Sir William Hamilton says, "If we consult reason, experience and the testimony of ancient and modern times, none of our intellectual studies tend to cultivate a smaller number of the faculties is a more partial manner, than Mathematics." And again he says, "For men in general, no study is more utterly worthless than that of Mathematics." Mad. de Stael writes, "Mathematics do not habituate to collect, to appreciate, to concentrate: the attention they requires is, so to speak, in a straight line." Le Clerk says "When mathematicians attempt to judge of the administration of public or private affairs, they arrive at conclusions the most absurd."

Pascal says, "Thus it is rare that mathematicians are observant or that observant minds are mathematical." And to draw on German metaphysical and educational authorities of the highest celebrity. Niemeyer says, "It is a fact, *notorious* in all schools, that minds which manifest a partiality for this class of abstract representations possess the feeblest judgment in reference to other matters." Bernhardi writes: "It is asked, do mathematics awaken the judgment, the reasoning faculty, and the understanding in general to an all-

sided activity? We are compelled to answer, no." Goethe said: "The cultivation afforded by mathematics is in the highest degree one sided and contracted." And Lichtenberg of Goetingen says more bluntly than all, "Under the head of mathematicians are included the veriest dunderheads in existence, incapable of any business whatsoever, which requires reflection."

For myself, believing as I do in the existence of the mind as a congeries of distinct faculties brought into mutual consciousness and unity by certain common powers that serve as connecting links to the whole, "it stands to reason," as the phrase has it, that these very plain statements should be perfectly true; that the faculty of numbers should by exercise discipline nothing particularly except itself. And I think that the employment of our common sense and observation will lead us to the same conclusions. Look abroad, for instance, through the ranks of society and the walks of business life. Fasten your attention on those specially distinguished for mathematical power. Are they specially distinguished also, for the clearness and comprehensiveness of their reasoning, their logical precision and just conclusions in other channels of mental action and in connection with other affairs? Is there any superiority in their general mental work, that may fairly be attributed to the influence of their arithmetical training? I dare to answer, no.

Thus it appears, both from the dicta of noted metaphysicians and the testimony of personal observation, that there is nothing in the effects of the study of arithmetic on the mind to lead us to give it preeminence as a disciplinary instrumentality.

It remains to speak of it as a medium for supplying the mind with materials to work with. Let it be carefully borne in mind all along, that I am not attempting to prove that this study is of *no value*. Far from it. I am only striving

to ascertain its value as compared with the other studies that usually accompany it. I am inquiring whether it is so *relatively* important that it should be allowed peculiar prominence, while some other studies, as Reading, for instance, receive comparatively slight attention. Arithmetic *does* furnish the mind with material to work with. All the ordinary business of life, such as the production, preparation and distribution of commodities, involves the consideration of many things in their quantitative relations. In all processes of mechanism, *number* comes needfully in in a thousand ways; and no problem can be propounded in the course of arithmetical training that has not connection more or less with other channels of thought than what pertain to number and quantity, and is not suggestive of various knowledge. But after all, is not this suggestiveness more dependant on the language in which the problems are stated, *as such*, than on any thing that is purely arithmetical? and have we not reason to believe, consequently, that just as much could be acquired from the use of words in entirely different connections?

2. We come now to the consideration of Grammar; in the second place, because, according to the current relative values of Grammar School studies it holds the second rank.

We teach Grammar scientifically, as low down as the fourth classes in the Grammar Schools. Every day, even scholars so immature as that are drilling on its abstract definitions. And have any of you, Gentlemen, ever paused to ask yourselves—just as we ask the children when we visit the schools, to explain the principles of their school work,—What is all this for?

Is it to discipline the mind? The majority of those who are put upon the study have not the slightest insight to the philosophy of language, no familiarity with its use, and consequently no power to appreciate the relations existing between it and its scientific structure. And how, under such

conditions, is any real, mental discipline to accrue from the scientific analysis of it? The gross inconsistency of any such expectation is fully apparent.

Again, is Grammar intended to aid the scholars to acquire a knowledge of the structure of our language, to instruct them in the Art of Composition, and to give them the power to express themselves freely and correctly? Are these results to be gained by it? Let me ask, in return, what solitary instance can be brought forward of the accomplishment of such an end by such means? It presupposes a logical absurdity. Locke says, "If Grammar ought to be taught at any time, it ought to be to one who can speak the language already." Herbert Spencer remarks upon "that intensely stupid custom of teaching Grammar to children." Marcel says, "It may without hesitation be affirmed, that Grammar is not the stepping-stone but the finishing instrument." Another prominent English Educator sensibly writes, "Grammar and Syntax are a collection of laws and rules. Rules are gathered from practice; they are the results of induction to which we come by long observation and comparison of facts. It is, in fine, the science, the philosophy of language. In following the process of nature neither individuals nor nations ever arrive at the science *first*. A language is spoken and poetry written before either Grammar or prosody is even thought of. In short, as grammar was made after language, it ought to be taught after language."

In corroboration of these conclusions I appeal to our every-day experience. Who that is accustomed to composition ever began to construct his sentences by opening his Grammar and poring over its syntactic formulas? Who ever employed one word in a certain connection, and a second word in another, because the Grammar had defined them as being appropriate thus and so? Never one. We write as we do, because our thought instinctively shapes

itself in the words we use. Nouns, pronouns, verbs, adverbs marshal themselves in order where they ought to be, because they come uppermost in such order as the desired instruments of our ideas; and not because they are the subjects of the nomenclature of Grammar. After we have once become accustomed to use language with facility, then the value of grammar is realized in the improvements it will enable us to make in our style. It can be of comparatively slight use to us before. It is narrated of Prescott, that before he began the composition of his immortal Ferdinand and Isabella, he took Murray and Louth and made an exhaustive study of the subject of Grammar, that he might correct and adorn his style. But he already *had* a style to work upon, or the process he underwent would have been as futile, as for a fresh hand on our railroad to take a locomotive to pieces and carefully inspect its various parts in our New Bedford station house, and imagine that that procedure would get him to Taunton.

I do not hesitate to say without qualification, that the study of Grammar, scientifically and methodically, anywhere below the first classes in the Grammar Schools, is an absolute waste of time. It neither disciplines nor instructs; and it can be of little or no use even in the first classes, unless there shall first have been a course of appropriate study that will have imparted some scope and freedom in the uses of words, the construction of sentences, and the expression of the ideas.

I ask again and pause for a reply, Why are our children put so early at the study of Grammar? Who can answer, unless it be according to the suggestion of Herbert Spencer, penned in a similar connection, that it has been customary to do so from time immemorial, and therefore we do it.

A study incidental to Grammar was all the rage a few years ago, and is still in glorified vogue in some quarters,

called distinctively, "Analysis;" and if the deep of absurdity into which the teaching young children in Grammar itself plunges us, can have a lower deep, it is reached by those who drill such children in this dreary "Analysis." I think I have never felt greater pain when visiting schools, than when I have heard scholars of eight and nine years of age glibly reciting about "principal clauses," "subordinate clauses," "co-ordinate conjunctions," "objective elements," "adverbial elements," "logical subject," "grammatical subject," "logical predicate," "grammatical predicate," "complex, adjective element, third class," and so forward; the very volubility with which they babbled forth the mere parrot knowledge constituting the saddest part of the display. For if a question had been asked them involving an intelligent application of what they were talking about, it would have brought them up "all standing," as the sailors say.

These text-books in "Analysis" have been prepared by some of our most accomplished and valued educators; but I feel sure that many a twinge of remorse must have affected their consciences at the waste of time which their lucubrations in this direction have occasioned.

3. The third study in the order of relative values is Geography. And I should be disposed to allow it the full place and consideration which have been accorded to it, if only it might be properly taught. Heretofore it has been wretchedly otherwise. In the first place, no text-books are more vexatiously faulty than those of this study. It would seem as though common sense had been coolly set aside at the start by those who have prepared them, as not to be regarded in the least. The three most prominent errors in their construction are, first, beginning with the scientific generalizations that are the fruits of the ripest culture; second, an illimitable range of map questions, mixing up important and unimportant localities and geographical features in undiscrimi-

nating confusion, and lumbering the memory with a mass of dry, disconnected facts; third, a separate description of the climate, productions, etc., of every distinct, political State on the globe, including the several United States, necessitating an independent act of memory in each case, when if the all controlling climatic and other general laws had been made the basis of the instruction, the position of the various countries on the earth's surface would instantly suggest their temperature and staple productions, and the senseless, disintegrating details that must now be encountered have been avoided. But educators are alive to these great errors. The press teems with essays exposing and denouncing them. And Guyot's late publications, intelligently treating of the subject by topics, will lend a stimulus to the reformation that we confidently and early anticipate.

4. I dismiss the next study in the order of values,—Spelling,—by simply remarking, that the authography of our language is so arbitrary and unsystematic in relation to its pronunciation, that the correct spelling of its words must be learned mainly as an act of memory. And it would seem to have been settled by experience, that only in early years will the memory faithfully perform this office. Therefore, I would have spelling thoroughly taught, care being taken, however, not to run the study to an absurd excess by exercising the scholars upon words that they are never likely to encounter in practical life, merely because they are in the dictionary and peculiarly hard to spell. This constitutes one of the most ridiculous of displays.

We come now to Reading; and, as has been virtually affirmed all throughout my reasoning, this is the study that should transcend all others in our esteem, and take precedence of all others in the curriculum of our Grammar Schools.

But let me be fully understood. I use the word, Reading,

in no limited and technical sense. But I adopt it as a general term, under which I would include all the methods by which LANGUAGE, IN EVERY TRUE SENSE OF THE WORD, IS TO BE TAUGHT.

For a knowledge of our language is the first great starting point in the education of our youth. It is needed both mediately, for its ulterior advantages, and immediately for the necessary facility it gives to comprehend other branches of study. For instance, the great drawback at this moment to the profitable study of History in the Grammar Schools, is the fact, that, comparatively simple in expression as its pages may be, the language is not sufficiently understood by scholars generally to be read with ease or pleasure. It therefore becomes delving and often unintelligent taskwork. So with no little of the text of our Geographies; and the cry is coming to us every day from the hearts of our children, while we are thus subjecting them to deal with incomprehensible abstractions, "Give us bread! Give us bread, and not husks; we starve on husks!" Oh I should rejoice to realize that the children in our schools were being taught in conformity with the grand idea, that their attainments were to be judged of, not by their proficiency in so much technical Arithmetic, technical Grammar, details of Geography and accurate spelling alone, but full as much,—even more—by their power to think, speak and write freely, comprehensively and accurately, because of their facile and correct command of WORDS, those indispensable instruments of thought!

Therefore, in the first place, I would have Reading made a frequent and familiar exercise. I do not mean either the hum-drum rotework that it is so often narrowed down to, where the object to be gained is merely to familiarise the scholars with the words so as to enable them to pronounce them intelligibly, and to some extent perhaps, intelligently, yet with no adequate mental grasp of the facts or senti-

ments that they are employed to express; nor, again, that drill, over and over, on a few selected pieces for the sake of perfected modulation, which, when it *limits* the instruction in Reading given in Grammar Schools, as it often does, is a wicked perversion of the radical intent of the study; but that frequent intercourse with the best authors through the choice selections contained in our reading books and otherwise, the teacher's whole soul being thrown with enthusiasm into the exercise, whereby thought will be aroused, the range of knowledge steadily increased, words learned and treasured up as the symbols of clear and delightful ideas, a taste imparted for pure and instructive literature, and a love of reading awakened, of a substantial, improving kind, that shall thenceforth, leading on to familiarity with the noblest works in prose and poetry, become the mind's self-wielded instrument in a process of culture that shall not cease so long as life remains.

Again, in this connection, there is the practice of Composition; not the hateful taskwork of cudgeling the brains to make them render up ideas on some difficult, abstract subject, that the teacher, who half deserves to be cudgeled himself for imposing such a task on immature minds, has assigned to be written upon; but Composition that the interested scholars shall not imagine to be that frightful thing; now an object lesson, first pleasantly given, to be written off in detail; now, again, a brief, impressive anecdote or story, first clearly and intelligently read by the teacher, to be allowed to slumber in memory for some hours, and then put on paper, with as close an adherence to the original as possible; a third time, a letter to be written to some friend describing certain events that have been witnessed; a fourth time, a list of prescribed words to be wrought into connected sentences according to their meaning. These are a few of the many ways to make the writing of Composition,

so invaluable as an aid to the study of language, as attractive as it is useful. And it should be practised in some of these ways, not once a week only, but every day.

All the more is this kind of training of value, because there is one object of instruction, ranging far above the immediate practical uses of the scholar's work, that I have not yet noticed; and it is to be obtained chiefly through the agency and study of language. Edward Everett has somewhere said that instead of *useful* studies, he would plead for what he styles "the noble inutility of generous studies; rather let me call it," he says, "for the ineffable beauty, dignity, loveliness and priceless worth of the meditations of the thoughtful, well-instructed mind, soaring on the wings of conscious, nay, better, of its unconscious powers and susceptibilities, far above the region of utilitarian appliances, to the heaven of thought, imagination and taste." We at once appreciate the glorious idea here embodied. We follow out the instrumentalities of the schoolroom to this vast and ultimate, as it is the noblest field, to which those instrumentalities can lead. And as we look around us over its magnificent reaches, and towards its illimitable boundaries, the technics of the studies to which we now so rigidly confine our children, wither up and crumble to nothing in the presence of endowments, that in their narrowness they never can bestow!

It is understood, of course, that Reading, as I would have it taught, is to include constant attention to the meaning of the words, and the character and force of the sentiments of every passage that may be read. And in this connection might occur from time to time, discursive exercises, to introduce a range of instruction, now, to speak in general terms, wholly unknown to our Grammar Schools; and yet of such indispensable importance as a means of furnishing the mind with available resources, that its neglect seems absolutely

astonishing. I refer to the scientific and artistic facts that are explanatory of the objects and occurrences of daily life. What a world of knowledge of the most interesting, suggestive and valuable character is related to the commonest things and events that cross our pathways, and in what darkness we shut up our Grammar Schools in regard to them! The principles of Natural Philosophy and of Art illustrated in the locomotive, whose whistle and rumble are in everybody's ears, in the telegraph whose wires stretch along all the main thoroughfares and railroads, in the mechanical inventions whose buzz and whirl are heard in all our work-shops, in the freezing of water, the ascent of smoke, the blue of the heavens, the cooking of food, the travel of clouds, the draught of chimneys, the manipulation of metals, the fabrics that make up our clothing, the glass and crockery on our dinner tables, the steel that is hard while iron is soft; yes, in the how and wherefore of everything with which we have to do; are our children to be drilled on Arithmetic and Grammar exclusively, and never to be taught these other things so important to every day's intelligent action? It is a wrong and a shame, as I believe.

At the West, under the best school systems, the principles of Science and Art are taught systematically in Object Lessons, whose topics are prescribed from grade to grade. And there is a text-book of quite an interesting character, dealing with this very kind of knowledge in a familiar way, called the "Science of Common Things;" the mere title of which is strikingly suggestive, while the contents range very thoroughly, and for the most part correctly, over precisely those fields of knowledge that I am now considering. I should hesitate however, to recommend its introduction into the Grammar Schools, because such topics had far better be taught orally than by text book. And it has occurred to me that unless a series of Object Lessons should be expressly

provided for in the Course of Study, to include those topics, they could very happily be brought in in connection with the exercise of Reading. Thus, for instance, suppose the word *steam* to occur in a reading lesson. It might be made the starting point of lessons that should include the philosophy, the uses and the machinery connected with the application of steam as a mechanical force. From this, by direct logical suggestion, the path would be open to a consideration of all the other great forces of nature. Again, the name of an animal would open the way to instruction in the general subject of the animal kingdom. The uses of the furs, wool and skins of animals would lead to an examination into the materials and fabric of the clothing of the various peoples on the globe, and this to a study of the various kinds of machinery by which it is made. And so forward. With judicious foresight and arrangement on the teacher's part, such exercises might be so systematized and pursued as not only to embrace a comprehensive survey of what has been so happily termed "The Science of Common Things," but to make accurate and permanent impressions.

But it may be said, In this allotment of studies you are reserving no margin for the discipline of the mind.

A few words only will suffice on that point. It appears to me to be the height of absurdity to require scholars to pursue certain specified studies for the sake of disciplining their minds, such studies being valuable chiefly for their assumed power to effect this object, when those scholars are not likely ever to have opportunities to supply their minds with such intelligence as will bring the discipline into practical use. And this is certainly the case with the great majority of those who go from our Grammar Schools directly into active life. To quote from an admirable essay from the pen of Prof. W. P. Atkinson, who has been doing the country grand service of late in brushing dusty cobwebs away from the

brains of some of our Educators, "Practical usefulness—and by that term I do not mean the mere vulgar stomach and pocket filling with which it is so often confounded, but practical usefulness in a high and generous sense, the serving of all noble and worthy objects, the endeavor to make our earth a better dwelling place and man a nobler dweller in it—practical usefulness in this sense, should be the very aim of all our teaching; and study can never lose sight of it without most imminent peril of becoming worthless for discipline as well as for use."

This is impressively true. Let us have no study in our Grammar Schools merely for the sake of discipline, for the scholars cannot afford so much loss of time to the acquisition of knowledge. All the more because the two things can be so amicably combined. Any study that is "traversed by principles and capable of method" disciplines the mind. And surely this is true of all the studies pursued in our Grammar Schools.

I have thus examined into the relative values of the studies ordinarily reckoned as belonging to a Grammar School course, with the exception of History, that I have reserved to speak of in another connection. And if I were to do full justice to the important theme, I should now point out the relations of these studies to each other according to the new values that I put on them. But I have neither space nor inclination to do this. For the first thing to be accomplished is, to produce in our own minds and the minds of the public a conviction that a readjustment of values, in harmony with my previous reasoning, is a matter of vital, pressing interest. Then such a readjustment will readily and normally ensue. I will dismiss the point with a few general hints.

The fundamental principles of Arithmetic are to be thoroughly taught, of course. But I would have them taught in view of their *usefulness* and not of the *drill* they require.

And the moment that School authorities are willing to accept such a basis for the study, their schools will gain time enough now spent on arithmetical drill for the mere sake of drill, to acquire an incalculable amount of knowledge of language and its invaluable subsidiary applications. As the studies of Public Schools are regulated, the portion of Arithmetic allotted to each class throughout the several grades, is almost always *a step or two in advance of sufficient maturity in the scholars fairly to understand it.* The result is that the teachers spend hours upon hours in striving to find an orderly lodgment in their brains for that for which nature has not yet made a place. Thus the analytical formulas by which "Mental Arithmetic" is explained by beginners in the study, are forced upon them in a dreary process of iteration and reiteration on the part of the teachers, as an act of memory that has scarcely a gleam of intelligence behind it, making it a strained and revolting task. This is the case every where. I lately listened to an exercise in this study in a lower room of one of the most popular Grammar Schools in Boston; and it was just the same old work of dictation on the teacher's part and painful memory on the childrens'. "This is a forcing process, that does not seem very sensible," said I to her. "True enough," replied she, "and it is always so. The classes that come to me are too young to understand the analysis, and what they learn of it is nothing but an act of unintelligent memory."

Now why not save all this strain and time, by adapting our allotment of the study to the intelligence of those who are to learn it? True, we must make our scholars work; work hard. Study is good for nothing in any sense without hard work. But there is all the difference in the world between the activities of a mind that is healthfully put upon its energies *within the sphere of its capacity*, and those that it exerts in a miserable struggle to grasp what is beyond its

reach. Make a child open its eyes to the light, if the light be before them; but for conscience's sake as well as the mind's sake, do not require it to see, when there is *no* light. Small advantage can come of that.

Next, as to Grammar,—below the classes where I have already indicated that I would have it systematically taught, enough of it for the necessary purposes of study, such as the parts of speech and their chief uses and relations, could easily as well a pleasantly be learned in connection with the reading lessons, without any text-book at all.

History I would have made a prominent study in Grammar Schools; at least that of our own country. And this, not only because of its abstract importance, but because the text-book of it can be used as one of the Reading books; and thus in the lower classes, before the subject is fairly taken into account as a positive study, the text can be read over, the words explained, the facts grouped and illustrated by the teacher, and the minds of the scholars put in genial readiness for the time when lessons will be assigned in it to be thoroughly learned. Our Grammar Schools are already thus using their Histories to good advantage.

I have already indicated with sufficient accuracy, the relative positions that I would give to Geography, Reading and Spelling; and, briefly remarking that I would have Writing carefully and constantly attended to, not in formal copy books only, but in various practical ways, and that I consider systematic instruction in Music and Drawing of indispensable importance to a complete training of the powers and senses, I close my remarks on this deeply interesting theme.

DEFECTIVE TEXT-BOOKS AND MODES OF TEACHING.

Did time allow, I should be glad to enlarge on these two points. I must content myself with a few brief suggestions.

I have only in mind at the present time defects of a gen-

eral character, such as bear directly and powerfully on the success of our schools, and therefore have an intimate relation to the question that I have just been endeavoring to answer, "Is our teaching the best kind of teaching?"

There is first the gross and singular mistake found in many of the text-books, of beginning at the wrong end of the subjects they treat of, and therefore of starting our children in study just where nature would complete it. For they almost invariably lead off with the scientific generalizations that the minds of men arrive at only after a thorough mastery of the contents of a subject. Thus the Geographies, except Guyot's, array before the scholars, first of all, a series of chapters severally on the "Astronomical Relations of the Earth," the "Mathematics of its Geography," its "States of Civilization," its "Forms of Government," its "Religions," "Latitude and Longitude," and so forward; points that are the fruits of the ripest culture. And the Grammars also start with provisions to load the memory with abstract definitions and rules. The difficulties incident to such a faulty arrangement are manifest. And I would suggest that the teachers be allowed unlimited discretion in the use of the text books, both as to manner and amount. Some of the best teaching that I know of, in the standard studies of our Grammar Schools, is carried on without any text books at all.

A few words in the second place, on what I consider a very radical defect in our methods of teaching. In Massachusetts it is considered essential to divide the school sessions into study-time and recitation-time. Lessons are set that are expected to be thoroughly prepared by the scholars, each working quietly by himself, in a stated interval, to be recited at an appointed hour.

But the chief difficulty that we encounter in the schools, and it is consequent on this method, is that the scholars *do not know how to study.* They do not know how to analyse

definitions, apply principles, discriminate between mere memorising and intelligent learning, obtain illustrations, and ascertain the meanings of the words that are used. So the teacher finds the prescribed season of recitation altogether too short to supply these deficiencies; failures are recorded against those who would have been glad to learn if they had known how to employ their powers; and what is to my mind as deplorable as it is common, the whole business of study that might be both genial and pleasant, is made vexatious and hateful.

In some other States they do things very differently. Until the children have arrived at an age when they are mature enough to apply their powers efficiently by themselves, there are no intervals of solitary study-time. But the teachers *study the lessons with their scholars*, leading them on step by step, letting their minds work, but preventing any blind groping in the dark. And the results are in brilliant contrast with the Massachusetts system. I speak from personal experience. I have carefully, repeatedly and thoroughly tried this plan, to my delight and satisfaction, and I believe to the equal delight and advantage of the scholars whom I have so taught. It gives a spirit to the lessons that they did not before possess; enlists a genial and universal interest; and results in a clear intelligence of the subject, not readily attainable by our common method. And I trust, Gentlemen, that when you shall have maturely examined into these differences of method, you will authorize me to change that now prevailing, just as fast and far as the organization of our schools will allow.

THE CHARACTER OF OUR TEACHERS.

I cannot dismiss this report without a few earnest words as to the character of the Teachers who are placed in charge of our schools.

There is an old educational adage, that would be stale if it were not maintained in thrilling freshness by its ceaseless importance: "As is the teacher so is the school." The best of circumstances cannot enable a poor teacher to keep a good school; the worst of circumstances cannot prevent a capable teacher from doing so.

But striking as has been the force of this adage in past days, its application at the present time, through the peculiar demands made by the improvements in the philosophy of teaching, is so momentous as to greatly enhance the responsibility of School Committees in the selection of their teachers. Every noble advance out of the ruts of the old prosy rote-method of school work is exacting more and more from teachers. A "so, so" school under the old method was tolerable. A "so, so" school under the new methods is an abomination.

The teacher more than ever must possess *varied culture.* There is not a single station along the line of the grades, from the Principal of the High School to an Assistant in a Primary School, where the contents of a well furnished mind are not absolutely requisite, and where the resources of even the broadest intelligence would not find ceaseless opportunities of employment. Who without learning, — solid and comprehensive learning, — can adequately illustrate the studies of even a Primary School? Who, without sound learning, can carry on an "Object Lesson," in any grade, in an interesting and effective manner? Who, without learning, can *teach scholars how to learn?*

The teacher now-a-days must *study.* He must read standard works in the different walks of literature, and he must keep abreast of the age; he must acquaint himself with new discoveries in science and art, new changes in national boundaries and national life the world over, and familiarize himself with the progress of educational science. This, not

only for the sake of the knowledge, but of the furbishing and quickening of his mental powers. Yet how many teachers do not study! How many think that to graduate from a High School is enough to furnish forth a teacher for a life-time!

Again, the teacher now-a-days must possess special aptitudes for the vocation; and above everything else must be instinct with glowing *enthusiasm.* True school-work is now of such a character, that a cold measured monotony of feeling and effort can achieve comparatively small results. There must be the electric influence of a spirit fired with devoted and enthusiastic purpose.

Once more, the teacher must be permeated, moulded, and impelled by the loftiest and divinest graces of character. It is not enough that he be moral and reputable. He should have within him the active motions of the eternal life. Averse as our communities are to express religious instruction in public schools, through the fear of sectarian proselytism, it is the *unconscious influence of the teacher's character* that is the paramount moral power in the school-room; and that influence, to be true, earnest, and forceful, working with dominating vitality, must derive its chastened springs of action from the spirit of God, which has made a temple of the soul and abides there. We seek to abolish corporal punishment, when it can be safely done. What is to effect its abolition so readily and benignly as the power of real, Christian spiritual life flowing out upon a school from a teacher's heart, and chastening every refractory nature with its persuasions and offices of sympathy and love!

I would, therefore, urge upon you, Gentlemen, as I know you will allow me to do, the imperious necessity of careful discrimination in the selection of your teachers. Because a young lady can pass a creditable examination so as to obtain a certificate, it by no means follows that she possesses

qualifications to be a successful teacher. Let us maintain our standard at a high and worthy point; doing justice, in the truest sense, to the youth committed to our charge.

THE COMMITTEE ROOM LIBRARY.

Book-cases, a very valuable desideratum, have lately been placed in the School Committee Room, for the purpose of holding the Educational Library that we desire and purpose to collect together. We have already in possession a complete series of the Common School Journal, that excellent periodical, instinct with the earnest and enlightened spirit of Horace Mann; the Reports of the State Board of Education, containing the elaborated and admirable Annual Reports of the several successive Secretaries of the Board; and the Reports of the School Committee of Boston for ten years back, embracing in their handsome pages the Reports of Mr. Philbrick, the Superintendent of the Boston Schools; that of themselves, in their intelligence, comprehensiveness, sagacity and noble progressiveness, would alone accomplish a teacher for practical work. And I take occasion to remind the publishers of the school-books now in use in our public schools, and of any others that they may desire to submit to our examination, that we have room for such books on our shelves.

CONCLUSION.

Gentlemen of the Committee, I may have taken some positions with which you will not fully agree. But I have learned from the courtesy and candor with which you have received all my previous communications to the Board, that you favor thorough investigation and independent thought, whatever may be the conclusions to which you may yourselves arrive. It is this uniform attitude of the Board that has given me personal energy in connection with my duties

and inspired a lively hope for our schools. May it never cease to characterize your labors; and so long as I may be your officer, may no errors, either of thought or of action, deprive me of that confidence which I am proud to enjoy and happy to acknowledge.

Respectfully submitted,

HENRY F. HARRINGTON.

APPENDIX.

Statement of the Schools for the Term ending Dec. 1st, 1866.

SCHOOLS.	Whole number entered.	Av. number belonging.	Average attendance.	Per cent. of attendance.	TEACHERS NOW IN SERVICE—1867.	Salaries, 1866.
HIGH. Males,	72	70	68	98	Charles P. Rugg,	$1300
					J. M. Merrick Jr.,	1200
Females,	126	120	114	95	Sallie W. Fox	525
					Charlotte E. Wheeler,	525
Total for High School,	198	190	182	96½	Mary S. Mendell,	525
GRAMMAR.						
FIFTH STREET	434	413	394	95	J. S. Barrell	1200
					Hannah B. Robinson,	450
					E. Emily Cushman,	450
					Betsey B. Winslow,	450
					Mary E. Smith	450
					Eudora Sanford	450
					Sarah E. Stoddard,	450
					Elizabeth Russell,	450
					Lizzie P. Briggs,	450
MIDDLE STREET,	150	142	134	95	Ivory S. Cornish,	1200
					Abby A. K. Howard,	450
					Julia H. Osgood,	450
PARKER STREET,	193	181	175	96	C. E. E. Mosher	1200
					Jane M. Gardner,	450
					Eliza C. Lewis	450
					Susan B. Cornish,	450
Total for Grammar Schools,	777	736	703	95½		
INTERMEDIAL.						
MERRIMAC STREET,	92	83	77	92	Helen M. Gordon,	450
					Louisa A. Arey	400
PARKER STREET,	95	88	83	94	Annie R. Commerford,	450
					Jeannette P. Hunter	400
MAXFIELD STREET,	124	113	115	93	Eliza J. D. Shepherd,	450
					Martha M. Hemenway,	400
KEMPTON STREET,	105	97	89	91	Clara D. Cory,	450
					Abby S. Almy,	400
WILLIAM STREET,	126	114	99	98	Mary E. Savery,	450
					Mary B. Gooding,	400
BUSH STREET,	107	100	95	95	Mary E. Allen,	450
					Maria L. Whitney,	400
SIXTH STREET,	134	128	120	93	Sarah D. Ottiwell	450
					Charlotte C. Carr,	400
					R. A. Cranston,	400
DARTMOUTH STREET,	83	78	76	97	C. L. Chase	450
					M. E. Chase,	400
GROVE,	52	38	33	87	Lizzie S. Post,	450
Total for Intermedial Schools,	918	839	787	93¾		
PRIMARY.						
HILL,	115	100	93	93	E. P. Spooner,	450
					Kate Commerford,	400
MERRIMAC STREET,	134	118	112	95	Alma C. Field,	450
					Drusilla W. Sears,	400
CEDAR STREET,	218	199	137	94	M. L. Blake,	450
					Annie S. Homer,	400
					H. S. Macomber,	400
					Louisa S. Heath	400

SCHOOLS.	Whole number entered.	Av. number belonging.	Average attendance.	Per cent. of attendance.	TEACHERS NOW IN SERVICE—1867.	Salaries, 1866.
MAXFIELD STREET,	139	128	119	93	Mary B. White,	$450
					Sarah E. Field,	400
KEMPTON STREET,	128	103	96	93	Patience R. Almy,	450
					H. A. R. Kempton,	400
WILLIAM STREET,	131	111	102	92	Sarah H. Hewins,	450
					Jane C. Finkill,	400
BUSH STREET,	107	98	93	95	Anna M. Bailey,	450
					Clara E. Webster,	400
SIXTHS STREET,	83	62	58	94	Ruth H. Brady,	450
GRIFFIN STREET,	82	72	65	90	Abby F. Bryant,	450
					Sarah H. Cranston,	400
DARTMOUTH STREET,	80	71	66	93	H. P. Cushman,	450
					Susan M. Tompkins,	400
ARNOLD STREET,	30	27	25	94	Carrie M. Cook,	450
GROVE,	91	77	65	85	M. L. Brett,	400
Total for Primary Schools,	1338	1166	1081	92¾		
COUNTRY.						
ACUSHNET,	52	47	43	91	Frederic W. Wing,	850
					Lydia S. Sears,	250
NORTH,	31	32	27	85	Mary F. Clark,	400
PLAINVILLE,	24	22	18	81	Lucy J. Remington,	400
HASKINS' CORNER,	48	41	34	84	Lucy P. Hathaway,	450
CANNONVILLE,	83	69	63	92	Emma R. Wentworth,	450
					Isabel M. Reid,	400
CLARK'S POINT,	30	27	26	96	Jane C. Thompson,	450
ALMS-HOUSE,	30	24	23	98	Mary A. Brightman,	400
UNGRADED,	112	84	73	87	Nehemiah Lincoln,	1100
					Clarissa S. Staples,	450
	420	346	307	89½	E. B. Haskell,	450
EVENING.						Per week.
Male Department,	129				Ebenezer Hervey,	$4.50
					Adam Mackie,	3.00
Female Department,	110				Frances G. Hersey,	4.00
					Mary Crowell,	2.50

Frances G. Hersey, teacher of Drawing $500

Harriet B. Warner, teacher of Music, ... 125

Almena M. Hathaway, supernumerary teacher, ... 400

SKETCH OF THE PUBLIC SCHOOLS OF NEW BEDFORD.

James B. Congdon, Esq., has politely furnished the School Committee with the following sketch of the Public Schools of New Bedford, and makes many valuable suggestions for future contributions which will make our School History more complete.

It was in 1821 that the movement was made to establish schools in New Bedford in conformity with the laws of the Commonwealth. Before that we had supported, at the public expense, a school for the poor, which was, in every sense of the word, a *poor* school. In 1821 the people began to think and to act.

The first movement was to bring the matter before the town "to see" what could be done. A committee was appointed to look into the matter. The only one of them now living is Jonathan Tobey. The Chairman was John Avery Parker. He was the only man of wealth in the town who acted with the people in the matter. The result was the appointment of a School Committee, and an appropriation of $1,200!! The School Districts were then established.

In 1823 there was another struggle. The contest was in the Friends' Meeting House, to which place the Town Meeting had adjourned. Upon the question of appropriating *Twelve Hundred Dollars* for Schools, the friends of public education were defeated. The vote stood: yeas 142, nays 189. But the matter was all put right the next year, and as far as the *town* was concerned that was the last serious contest, except with regard to the High School. There were several hard fights over that before it was permanently established.

For several years the town chose School Committeemen for the several Districts. That was not long continued. I give you the persons chosen for the several School Districts.

In 1831 the town ordered the establishment of a School for Colored Children, in their vote calling it the "African School." Six hundred and twenty dollars were appropriated. The writer of this was then of the School Committee, and doubted the legality of the movement. On his motion a vote was passed, referring the question to Charles H. Warren, Esq. I have

in my possession the written opinion of that gentleman, in which he fully sustains the view that had been taken as to the legality of the movement.

Briefly the ground taken was this, that inasmuch as the town had been divided into School Districts, all the children in each had a right to attend the school in the District in which they resided. No child could be obliged to go out of his or her District. I am inclined to think that, at that time, if the town had not been divided into Districts, a school expressly for the colored children would have been established and sustained. As it was, the project was abandoned, and you will see, by the reduced appropriation of the following year, that the "African School Fund" helped out the appropriation for 1832.

APPROPRIATIONS

FOR THE PUBLIC SCHOOLS OF NEW BEDFORD, FROM 1822 TO 1866, INCLUSIVE.

1822,	$1,200	1845,	17,500
1823,	0,000	1846,	21,225
1824,	1,500	1847,	21,500
1825,	2,250	1848,	21,500
1826,	2,250	1849,	22,500
1827,	2,950	1850,	21,500
1828,	3,700	1851,	34,800
1829,	3,375	1852,	35,500
1830,	4,225	1853,	35,500
1831,	4,380	1854,	35,500
1832,	3,650	1855,	40,000
1833,	6,750	1856,	43,000
1834,	8,250	1857,	43,000
1835,	8,250	1358,	43,000
1836,	8,600	1859,	45,000
1837,	11,500	1860,	42,000
1838,	13,530	1861,	40,000
1839,	13,530	1862,	32,000
1840,	14,600	1863,	35,400
1841,	15,400	1864,	36,200
1842,	17,025	1865,	44,000
1843,	18,300	1866,	50,000
1844,	20,500		

LIST OF SCHOOL COMMITTEE.

FROM 1821 TO 1867.

Allen, Stephen, 1823, 1824, 1825, 1826.
Allen, Jonathan, 1823, 1824, 1826.
Andros, Richard S. S., 1841.
Almy, Charles, 1849, 1865, 1866, 1867.
Abbe, Edward P. 1855, 1856, 1861, 1862, 1863.
Akin, Francis T., 1862, 1863, 1864.
Bryant, Philander, 1841, 1854, 1855.
Bourne, Joseph, 1822.
Bates, Nathan, 1825.
Bradford, W. J. A., 1830, 1831.
Burrage, John, 1831, 1832.
Bailey, John, 1833, 1835, 1836, 1837, 1838.
Baker, George W. 1835, 1836, 1837, 1838, 1839, 1840, 1841, 1842, 1843.
Bassett, Ezra, 1841.
Baker, W. G., 1852.
Baker, Francis, 1842, 1843, 1844, 1845, 1846.
Brigham, Lincoln F., 1846.
Burt, Daniel C., 1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1856.
Bourne, George A., 1847.
Babcock, Rufus, 1847, 1848, 1849.
Brown, Oliver H. P., 1849.
Burt, Charles D., 1850, 1851.
Bush, Thomas B., 1841.
Borden, Alanson, 1852, 1853, 1854, 1855, 1856, 1857, 1858.
Barney, Edwin L., 1853, 1854, 1856, 1857, 1858, 1859, 1864, 1865, 1866.
Bradford, Elihu B., 1856.
Bumpus, Shipley W., 1857, 1858, 1859, 1860.
Bonney, Charles T., 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865, 1866, 1867.
Burt, Samuel P., 1862, 1863, 1864, 1865, 1866, 1867.
Bessey, Asa B., ——, 1865.
Batchelor, Benjamin S., 1867.
Coggeshall, Charles, 1821.
Coggeshall, John, Jr., 1821.
Coggeshall, Hayden, 1822, 1824, 1825, 1826.
Case, Isaac, 1825, 1826, 1828, 1829.
Congdon, Benjamin T., 1836, 1837, 1838, 1841.
Congdon, Joseph, 1826, 1827, 1828, 1830, 1849.
Congdon, James B., 1829, 1831, 1832, 1833, 1836, 1837, 1838, 1839, 1840, 1842, 1843.
Clifford, John H., 1832.
Collins, James H., 1833, 1841.
Clark, Peleg, 1833, 1834, 1835, 1836, 1837, 1838, 1839, 1840.
Cannon James, 1833.
Cook, Wm. T., 1844, 1845, 1846, 1848.
Currier, J. H., 1848.
Chase, Luther S., 1849.
Craig, Wheelock, 1853, 1857, 1858, 1859.
Crapo, Henry H., 1837, 1838, 1839, 1840, 1842, 1843, 1845, 1847.
Crapo, William W., 1855, 1856, 1857.
Coe Isaac H., 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865, 1866.
Cobb, Asahel, 1859.
Cushman, T. Ruggles, 1860, 1861, 1862.
Clarke, Henry B., 1860, 1861, 1862, 1864, 1865, 1866, 1867.
Chisholm, Wm. R., 1864, 1865, 1866, 1867.
Cornell, Joseph H., 1866, 1867.
Davis, Joseph, 1825.
Davenport, Dudley, 1826.
Dewey, Orville, 1827.
Dyer, Timothy I., 1832.
Davis, Thomas, 1844, 1845, 1846, 1847.
Dow, William F., 1848.
Dunbar, George H., 1852, 1853.
Davis, John, 1855.
Durfee, Zoeth S., 1857.
Devoll, Pardon, 1866, 1867.
Durfee, William F., 1859, 1860.
Eddy, Job, 1825.
Emerson, John F., 1831, 1833, 1834, 1835, 1836, 1837.

Eliot, Thomas D., 1839, 1842, 1844, 1847, 1848.
Eddy, William, 1844.
Eldredge, Azariah, 1849, 1855, 1856.
Eldredge, George H. 1853.
Estes, George W., 1854.
Fessenden, C. B. H., 1863, 1864, 1865, 1866, 1867.
Frost, Joshua W., 1866, 1867.
Gifford, Abraham, 1822, 1862.
Grinnell, Cornelius, 1823, 1824, 1825.
Greene, Thomas A., 1839, 1840, 1843, 1844, 1845, 1846, 1847, 1848, 1849, 1850.
Gleason, Amasa L., 1849, 1850, 1851, 1852, 1853, 1855, 1856, 1858, 1859, 1860.
Gardner, Edw'd R., 1860, 1861, 1862, 1863, 1864, 1865.
Heath, Samuel W., 1821.
Howland, Cornelius, 1821, 1823, 1825, 1826.
Hillman, Robert, 1822.
Hathaway, William, 1823.
Hathaway, Thomes S., 1823.
Hathaway, Ezra, 1823, 1824, 1825, 1833.
Hathaway, Ebenezer, 1824, 1826.
Howland, James, 2d. 1825.
Howland, George, Jr., 1844, 1845, 1846, 1847, 1848, 1849, 1850.
Howland, Wm. P., 1847, 1848, 1849, 1850, 1851, 1852, 1853.
Hart, Simpson, 1844, 1845, 1846.
Haffords, Charles, 1844, 1845, 1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1855.
Holmes, Sylvester, 1827, 1847.
Hathaway, Nathaniel, 1827.
Howland, John, Jr. 1828, 1829, 1830.
Hawes, William T., 1829, 1842.
Howland, Edward W., 1833.
Harris, Jeremiah G., 1835, 1836, 1837.
Howe, William, 1839, 1840, 1841, 1842, 1843, 1844, 1845, 1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865, 1866, 1867.
Hewins, Luther G., 1842, 1847, 1848, 1849, 1850, 1851, 1852, 1861, 1862, 1863, 1864.
Humphrey, James L., 1856.
Hervey, E. Williams, 1859, 1860, 1861, 1862, 1863, 1864, 1865.
Haskins, Cyrenius W. 1861, 1862, 1863.
Hutchinson, Sylvander, 1865, 1866, 1867.
Hathaway, Gilbert, 1844, 1845.
Hathaway, Bradford G., 1850, 1851, 1854.
Homer, Charles W., 1854.
Jackson, Henry, 1843, 1844, 1845.
Kempton Thomas, 1821, 1822.
Kempton, Benjamin, 1821.
Kempton, William W. 1833.
Kempton, Horatio A., 1840, 1842, 1843, 1844, 1845, 1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1857, 1858, 1861, 1862, 1863, 1864, 1865, 1866, 1867.
Kenney, Pardon, T., 1861.
Kirby, Humphrey S., 1866, 1867.
Leonard, Samuel, 1825.
Little, Samuel, 1833.
Little, William, 1838, 1841.
Lund, Jonathan P., 1839.
Lincoln, Timothy D., 1841.
Lincoln, Frederick, 1842.
Leonard, Henry T. 1852.,
Lawton, James M., 1854, 1855, 1856, 1857, 1858, 1866, 1867.
Leaming, Philip S., 1856.
Mandell, Thomas, 1832.
Mayhew, Julius S., 1834, 1835, 1836, 1837, 1838.
Mack, David, 1835.
Morgan, Charles W., 1831, 1848.
Macomber, Leonard, 1823.
Mumford Benjamin, 1833, 1834.
Mumford, Joseph H., 1866.
Merrihew, Stephen, 1840.
Mitchell, Walter, 1853, 1854.
Nye, John, 1821, 1822.
Nye, Obed, 1833, 1842.
Otheman, Bartholomew, Jr., 1860, 1863, 1864, 1865, 1867.
Parker, John Avery, 1821, 1822, 1823, 1825, 1827, 1828.
Potter, Pardon, 1823, 1825.
Perry, Thaddeus, 1825.
Perkins, John, 1829, 1830, 1831, 1832.
Pope, Thomas, 1828.
Page, John H. W., 1831, 1838, 1839, 1840, 1842, 1843.
Prescott, Oliver, 1845, 1846, 1851.

Pitman, Robert C., 1850, 1851, 1852, 1853, 1854.
Post, Francis, 1847.
Perkins, Jonas R. 1848.
Peirce, Chas. M. Jr., 1863, 1864, 1865.
Pierce, Asa C., 1857.
Pope, William G. E., 1859, 1860, 1861, 1862, 1863.
Penniman, Bethuel, Jr., 1856.
Rodman, Samuel, Jr., 1822, 1823, 1824, 1825, 1826, 1827, 1828, 1829, 1830, 1831, 1832, 1840.
Rotch, William R., 1822.
Russell, Perry, 1823, 1824.
Russell, William T., 1824.
Read, Alexander, 1827.
Rotch, Francis, 1829, 1830.
Russell, Wing, 1830.
Rotch, Benjamin S., 1840, 1843.
Robinson, Thomas D., 1854.
Rodman, Thomas R., 1857, 1858, 1859.
Rodman, Edmund, 1862, 1863, 1864, 1865, 1866, 1867.
Sullings, Hervey, 1821, 1822, 1823, 1824, 1825, 1826, 1828.
Swift, Jireh, 1821, 1822, 1823, 1824.
Spooner, Micah, 1824, 1826.
Spooner, Joshua, 1825, 1826, 1830.
Spooner, Paul, 1826.
Shiverick, Joseph R., 1825, 1826, 1830.
Smith, Robert S., 1828, 1829.
Seabury, Pardon G., 1839, 1840, 1842.
Seabury, Alexander H., 1850, 1351, 1852.
Stetson, Silas, 1840, 1843.
Stetson, Thos. M., 1856, 1857, 1858.
Stowell, Wm. H., 1833, 1834, 1846, 1847, 1848.
Sweat, W. W., 1847.
Stone, Joshua C., 1851, 1852, 1853, 1854, 1856.
Spear, James M., 1841.
Staples, Calvin, 1850, 1851.
Studley, Wm. S., 1862, 1863.
Stearns, Geo. W., 1859, 1860, 1861.
Sayer, Charles C., 1357, 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865.
Stowe, Timothy, 1857, 1858, 1859, 1860, 1861, 1862.
Swasey, Charles L., 1856, 1858, 1859, 1860, 1861, 1866, 1867.
Stanton, Albert G., 1855, 1856, 1857, 1858.
Stephenson, Benjamin G., 1855.
Tobey, Jonathan, 1821, 1822, 1823, 1826.
Tobey, William, 1823, 1825.
Tuttle, Jonathan, 1830, 1831, 1832.
Taylor, William H., 1832, 1833, 1834, 1835, 1836, 1837, 1838, 1839, 1841, 1842, 1843, 1854, 1855, 1856.
Taber, William C., 1833, 1834, 1835, 1836, 1837, 1838, 1839, 1841.
Taber, Henry, 1834, 1835.
Thompson, James D., 1843.
Taylor, James, 1854, 1855, 1857.
Thomas, Moses G., 1849, 1850, 1853, 1854.
Taylor, Edwin P., 1864.
Tucker, Charles R., 1837.
Thomas, Henry F., 1855.
Williams, Richard, 1825, 1833, 1834, 1835, 1836, 1837, 1838.
Williams, Lemuel, Jr., 1826.
Warren, Charles H., 1827.
Ward, Jonathan R., 1834, 1835, 1836, 1837, 1838, 1841, 1843.
Wilcox, Henry R., 1849, 1850, 1851, 1852, 1853, 1854, 1858, 1859, 1860.
Wood, Henry T., 1850, 1851, 1852, 1853, 1854, 1861, 1862.
Wood, Lineas, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1855.
White, Thomas B., 1848.
White, William G., 1851.
Washburn, Frederic A., 1859, 1860.
Wilder, Daniel, 1857.
Wheeler, Jonathan, 1855.
Weiss, John, 1855.
Wilcox, William, 1855.

1867—CITY DOCUMENT No. 10.

REPORT

OF THE

HEALTH OFFICER,

TO THE MAYOR AND ALDERMEN, JAN. 1, 1867.

NEW BEDFORD, Jan. 1st, 1867.

To His Honor, John H. Perry, Mayor, and to the gentlemen of the Board of Aldermen of the City of New Bedford constituting the Board of Health of said City.

Under an appointment from you I entered upon the discharge of my duties as Health Officer of the City on the 13th of April last.

Taking for my guide in the performance of the duties of my office, the Laws of the State, the Ordinances of the City and the Address of His Honor the Mayor to the "Inhabitants of the City of New Bedford," bearing date April 12th, 1866, I have endeavored so to direct my efforts as to accomplish the great object in view, the preservation of the health of the City.

It is generally conceded that during no year of our municipal existence, has our City been more free from those complaints which prevail, to the greatest extent, during the hot season of the year. Probably a healthier year never was experienced by the inhabitants of New Bedford than that which has now closed.

How far the efforts made by me under your directions and authority have contributed to this end, it is impossible to decide. The cholera, which in some of the cities and towns of the country made its appearance as was expected, and in one of the places of the West carried off more than three

thousand people, did not come near us; and, as before stated, we have been, in a remarkable degree, exempted from other diseases which like that originate in, and are sustained by, a disregard of the laws of health in relation to cleanliness of persons, dwelling, enclosures and streets. I feel assured, that to a considerable extent we have a right to connect our impunity from disease with that thorough purification of the cellars, yards, lanes and streets of the City which has resulted from the unusual and effective measures which have this year been persued. It is highly gratifying to know, that these measures have met the approbation of the people, who have sanctioned them by expressing their confidence in the result and an assurance of safety under their operation. The sanitary condition of the City was never better than at the present time.

My first movement was to distribute the address of the Mayor. A copy was left with every family.

I have sent out during the time I have held the office, *three hundred and five* notices to those upon whose premises there were found accumulations or operations which were considered violations of the laws of health and of the Health Laws.

Many persons in such cases have been personally notified; and it gives me much pleasure to state that in a large majority of instances my requests and directions have been cheerfully complied with. Several manufacturing operations, of which complaint was made, have either been suspended or modified so as to cease to be injurious or offensive.

The Mayor's "Address to all Masters and Pilots of Vessels entering the Port of New Bedford" has been extensively distributed. A copy of this address, which contains the more important laws of the Commonwealth and regulations of the City in relation to the subject of Quarantine, is annexed to this report.

I owe it to Marshal Brownell and his efficient Assistants, to state that I have been greatly aided in my efforts by the exertions of the Police of the City.

I have already noticed the fact that the measures pursued have met with the approbation of the inhabitants of the City. I wish to state in addition to this, that I have been assisted and sustained in my endeavors to preserve the health of the City by the cheerful and effective co-operation of the citizens.

I annex copies of both of the addresses of the Mayor, and of the forms used by me in my notifications.

Respectfully submitted,

T. D. COOK, *Health Officer.*

ADDRESS.

CITY OF NEW BEDFORD,
OFFICE OF MAYOR AND ALDERMEN, April 12th, 1866.

To the Inhabitants of the City of New Bedford:

Your attention is called to a subject of great importance. To preserve the health of the City it must be kept clean. This is always essential — at this time, in view of the fact that the cholera is upon this continent, and is approaching our country, it has become a *necessity*, if we would protect ourselves against the ravages of this terrible disease.

By the laws of the State and of the City, it is made the duty of the people and of those who represent the people, to give earnest heed to this important subject. It is presented to you as one that demands your attention, earnestly and without delay. The City must be made clean and kept clean. It can be speedily made clean, if every family and every holder of real estate shall

at once set about the work upon the premises over which they have control. It can be kept clean by giving to the work a few moments every day.

The Mayor and Aldermen, as the Board of Health of the City, are charged with the duty of securing it from the danger which follows in the train of filthy, impure and decaying accumulations.

If the people will not do this work for themselves, it will done for them, *always at their expense*, and often, no doubt, to their inconvenience and loss. But it must and will be done.

To aid you in your efforts to obey the laws of health, which are the conditions and assurances of safety, and the laws of the land, we give you a brief abstract of what these laws require of you.

You are to have suitable *privies*, *vaults* and *drains* to your tenements. A heavy penalty attends upon the neglect to provide these all-important parts to a decent and safe tenement.

There must be no accumulations of stagnant and impure water in or about your premises.

There must be no decaying vegetable or animal substance allowed to remain in your cellars, yards, or in any part of the premises over which you have the control.

Your sinks, drains, privies, cellars and yards, are to be freed from, and kept freed from, all accumulations or substances which endanger health. Decaying vegetable or animal substances are as dangerous in your yards as in your cellars—in your cellars as in the rooms in which you eat or sleep.

To assist you in this work, the city-carts will, oftener than has heretofore been the practice, pass through the streets, and carry away all such rubbish and vegetable matter as may be placed in a condition to be removed.

To assist them in their work, and that there may be neither neglect or delay in its prosecution, the Mayor and Aldermen have appointed Timothy D. Cook a health Officer, who will, under their directions, put in force the laws of the State and City, for the preservation of health.

For the present, his office is at the south-east room in the basement of the City Hall building.

It will be his duty, within a reasonable time after the distribution of this notice, to enter into and examine every building in the city, and his further duty to put in force the law in every case in which he shall find a violation of it.

For this work to be effective it must be thorough. The negligence of one may render in vain the faithfulness of many. To guard against this, all persons who may be aware of the existance of nuisances upon the premises of others, are requested without delay, to give information to the Health Officer.

With such co-operation on the part of the people as the laws contemplate and enjoin, the Board of Health, pledging themselves to the discharge of all their duties, feel assured that our city will be made thoroughly clean, and that the purification will be followed by safety.

On behalf of and by order of the Board of Aldermen, acting as the Board of Health.

JOHN H. PERRY, *Mayor.*

CITY OF NEW BEDFORD,
OFFICE OF THE BOARD OF HEALTH, August 17th, 1866.

To all Masters and Pilots of vessels entering the port of New Bedford:

In order that the quarantine laws and regulations of the State and City may be effectually enforced, you are hereby requested, in case any vessel under your charge has been at or has come from a port where the cholera or any other distemper reputed infectious prevails that may endanger the public health, or in case any one is sick or has recently died of such distemper on board such vessel, not to allow such vessel to approach nearer to the City than the Quarantine Ground, but to anchor her there, and immediately report the facts in the case to the Port Physician.

Annexed you will find a description of the quarantine Ground established by the City: the name of the Port Physician; and extracts bearing upon the subject, from the laws of the State and the ordinances of the City, to which your attention is respectfully called.

Per order of the Board of Health.

JOHN H. PERRY, Mayor of the City,
and Chairman of the Board of Health.

[Extracts from the Laws of the Commonwealth.]

"The Board of Health in each seaport town may at all times cause a vessel arriving in such port, when such vessel or the cargo thereof is in its opinion foul or infected so as to endanger the public health, to be removed to the Quarantine ground and thoroughly purified at the expense of the owners, consignees or persons in possession of the same; and may cause all persons arriving or going on board of such vessel, or handling the cargo, to be removed to any hospital under the care of the Board, there to remain under their orders."

"If any master, seaman or passenger, belonging to a vessel on board of which any infection then is or has lately been, or is suspected to have been, or which has been at or has come from a port where any infectious distemper prevails that may endanger the public health, refuses to make answer on oath to such questions as may be asked him relating to such infection or distemper by the Board of Health of the town to which such vessel may come (which oath any member of the Board may administer,) such master, seaman or passenger shall forfeit a sum not exceeding two hundred dollars; and if not able to pay said sum he shall suffer six months' imprisonment."—*General Statutes, chap.* 26, *sects.* 37, 38.

[Extracts from the Ordinances of the City of New Bedford.]

"A quarantine shall be had of all vessels, their officers and crews, passengers and cargoes, that come within the harbor of New Bedford, on board of which any person shall have died or been sick of any contagious, infectious or malignant disease, during the passage to New Bedford, or which are foul and infected after their arrival, or which are from or have brought their present cargo, or any part thereof, from any port or place where any infectious, contagious or malignant disease prevails or has recently prevailed."

[*City Ordinances, chap.* 28, *sect.* 1.

QUARANTINE GROUND.

The quarantine ground established by the City of New Bedford is near the Egg Islands and is bounded as follows:

"Butler's Flat on the South; east shore of Clark's Point on the West; the Eleven Foot Bank on the North; and the Egg Islands on the East."

Doctor Charles L. Swasey is the Port Physician of the city; his office is at 95½ Middle Street, and his residence at 51 Kempton Street.

City of New Bedford,
Health Office, ——— 1866.

To ———.

You being the owner of land and premises situated upon ———, in said New Bedford, upon which exists a nuisance and source of filth, which said nuisance and source of filth exist and is contained in a ———.

I hereby order you to remove at your own expense said nuisance and source of filth within ——— from the time of the service of this notice upon you.

This notice is given you in accordance with the provision of the General Statutes chapter 26, seciton 8.

Health Officer of the City of New Bedford.

HEALTH OFFICER'S NOTICE.

CITY OF NEW BEDFORD,
HEALTH OFFICE, Basement of City Hall, ———, 186 .

To ———,

A complaint has been made to the Board of Health, that upon the premises owned by you, situated upon —— street, at No. —, and occupied by ———, that there exists a nuisance dangerous to the public health,————————.

I am directed by the Mayor and Aldermen to give you notice, that said nuisance must be forthwith abated, and I hereby order you to remove such nuisance within ——— after service of this notice upon you, under the penalties provided in the 26th chapter of the General Statutes, section 8.

————————.

HEALTH OFFICER'S NOTICE.

CITY OF NEW BEDFORD,
HEALTH OFFICE, Basement of the City Hall, ———, 186 .

To ———,

A complaint has been made to the Board of Health, that upon the premises owned by you, situated upon —— street, at No. —, and occupied by ———, there exists a nuisance dangerous to the public health ————————,

I am directed by the Mayor and Aldermen to give you notice, that said nuisance must forthwith be abated ———

Health Officer.

IN BOARD OF ALDERMEN, Jan. 5, 1867.

Received and, with the accompanying documents, ordered to be printed.

HENRY T. LEONARD, City Clerk.

CLERK'S OFFICE,

City of New Bedford, March, 1867.

To Persons having Claims against the City.

It is very desirable that persons furnishing materials or service for the city, should carefully note the name of the individual ordering the same, and inquire to what department the charge shall be made.

When there are charges belonging to different departments, separate bills must be made, including only charges belonging to each department. What these are may be readily seen by reference to the foregoing accounts.

Every bill should specify what the article or articles were for, and when for labor, where and when it was performed.

The claimant should have his bill approved by the person authorizing the charge, and then presented to the City Clerk.

All bills thus prepared and presented to the City Clerk, at or before 12 o'clock M. of the Saturday previous to the meeting of the Committee on Accounts, will be laid before said Committee at their next meeting.

No bill or account against the city will be acted on by the Committee on Accounts, unless it shall have been prepared and delivered in accordance with the foregoing regulations.

Bills allowed by the Committee on Accounts will be payable at the Treasurer's office on the Thursday following the meeting at which they were passed.

Meetings of the Committee on Accounts will be held in the afternoon of the first Tuesday in every month at 2 1-2 o clock.

HENRY T. LEONARD, City Clerk.